ED 325 614   AA 001 207

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Resources in Education (RIE). Volume 26, Number 4.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 91

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 325 631 CE 056 131

Darkenwald, Gordon G.
Effective Approaches to Teaching Basic Skills to Adults: A Research Synthesis.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Competency Based Education; *Educational Research; Illiteracy; Instructional Effectiveness; *Literacy Education; Research Needs; *Teacher Effectiveness; *Teaching Methods; Tutoring; Tutors

Effective teaching in adult basic education (ABE) is especially complex and difficult due to context--specific factors that function synergetically to impede success in teaching and learning. These distinctive attributes include open enrollment, irregular attendance, time on task, student diversity, and teacher characteristics. Research concerned with instructional outcomes shows that effective teaching methods cannot be disentangled from context, purpose, curriculum, and other variables. Suggestions for needed research include identifying: (1) errors, strengths, and weaknesses that characterize adult readers at different levels; (2) length of time for adults to progress through different reading levels; (3) needed amount of direct instruction; (4) needed amount of independent reading; (5) differences between development of literacy skills in adults and children; and (6) alternatives to conventional diagnostic and assessment tests. Three approaches that characterize contemporary practice in adult literacy education are competency-based adult education, tutorial approaches, and community-oriented approaches. (The paper includes a table summarizing research on methods and materials, summaries of five adult literacy education programs validated as effective by the Joint Dissemination Review Panel, and a six-page bibliography.) (YLB)

ED 325 646 CE 056 173

Mosser, John W.; Rea, Peter J.

Marketing Cooperative Education. A Workshop.

PUB DATE- 18 Oct 90
NOTE- 64p.; Paper presented at the Annual Conference of the Midwest Cooperative Education Association (16th, Grand Rapids, MI, October 18, 1990). Some pages may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Cooperative Education; *Cooperative Programs; Guidelines; Higher Education; Institutional Cooperation; *Marketing; *Program Development; Public Relations; Salesmanship; *School Business Relationship; Workshops

This document is a guide for a workshop on marketing college cooperative education programs. The guide takes the reader/workshop participant through the marketing process, from defining needs and resources to planning a marketing campaign, implementing it, and evaluating its success. Samples and sources also are provided. Topics covered in the guide are the following: strategic market planning; marketing--a definition; writing a marketing plan; the marketing plan--a four-step process; evaluating your marketing effort--employer and college benchmarks; marketing to faculty; common employer marketing tactics; marketing to alumni; marketing to multi-ethnic students; public relations tactics; personal selling ideas; advertising ideas; publicity through professional associations; and sources of marketing information. (KC)

ED 325 662 CE 056 232

Clark, Robert L.
National Commission for Employment Policy (DOL), Washington, D.C.
Employee Benefits for American Workers. Research Report No. 89-09.
PUB DATE- Jun 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adults; Employees; *Employer Employee Relationship; Employer Supported Day Care; Employment; *Employment Practices; Fringe Benefits; Health Insurance; *Labor Legislation; Labor Relations; *Personnel Policy; Policy Formation; *Public Policy; Quality of Working Life; Retirement Benefits; Vacations

This report summarizes a review of the literature on employee benefits. It indicates what is known and not known about the effects of providing benefits on both employees and employers. Following an introductory discussion on the problems and prospect of employee benefits, the report is organized in 11 sections. The first four sections indicate why employees want benefits and the cost of benefits to employees, why employers offer benefits, and the role benefit packages play in matching firms and workers. The following six sections review the public policy issues pertaining to specific areas in which benefits are offered, including pensions, health insurance, and dependent care. Also included are discussions of flexible benefit plans and individual retirement accounts. Throughout the report, as well as in the concluding section, questions are raised that need to be addressed in the development of a comprehensive benefits policy. A 59-item bibliography is included in the report. (KC)

ED 325 676 CE 056 257

Everett, Jim
Missouri Univ., Columbia. Instructional Materials Lab.
Receivers and Transmitters. Electronics Module 6. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 52p.; For related documents, see ED 315 659-662 and CE 056 256-261.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communications Satellites; Competency Based Education; *Electronics; *Industrial Arts; Learning Activities; Learning Modules; Postsecondary Education; *Radio; Secondary Education; State Curriculum Guides; *Telecommunications; *Trade and Industrial Education
IDENTIFIERS- Missouri; *Transmitters

This module is the sixth of 10 modules in the competency-based electronics series. Introductory materials include a listing of competencies addressed in the module and a cross-reference table of instructional materials. Two instructional units cover: (1) AM/FM transmitter and receiver basics; and (2) satellite systems, antennas, and analyzers. Each unit includes some or all of the following components: performance objectives; information sheets; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Special instructions, suggested teaching approaches, and suggested supplemental materials are included in the notes to the instructor section near the beginning of each unit. (YLB)

ED 325 692   CE 056 273

Smith, Clifton L.
Missouri Univ., Columbia. Instructional Materials Lab.
Fundamentals of Marketing. Missouri Marketing Education Curriculum. Competency Listing. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 90
NOTE- 10p.; For related documents, see CE 056 269-272.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; *Core Curriculum; *Evaluation Criteria; *Marketing; Outcomes of Education; Planning; Salesmanship; Secondary Education; State Curriculum Guides; Student Evaluation
IDENTIFIERS- Missouri

This guide lists the core curriculum competencies expected to be developed by students in secondary Fundamentals of Marketing courses in Missouri. It was developed through revision of the prior core curriculum by a project team with input from all the marketing instructors in the state. Competencies listed in the revised fundamentals of marketing core curriculum fall under nine headings: (1) communications in marketing; (2) economic concepts; (3) employment and advancement; (4) human relations in marketing; (5) marketing operations; (6) market planning; (7) advertising and sales promotion; (8) selling; and (9) marketing concepts. (KC)

ED 325 708 CE 056 296

Harris, Clark Richard; Feilner, Veronica, Ed.
Missouri Univ., Columbia. Instructional Materials Lab.
Introduction to Landscaping (Adult). Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Oct 90
NOTE- 128p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Course Content; Entry Workers; Floriculture; Grounds Keepers; Introductory Courses; Job Skills; *Landscaping; *Learning Activities; Learning Modules; *Plant Identification; Postsecondary Education; Site Development; Skill Development; State Curriculum Guides; Teaching Methods; Transparencies; Turf Management; Units of Study
IDENTIFIERS- Missouri

This module, intended for adult instruction, is an introduction to landscaping designed to help students become familiar with landscaping terminology and concepts. The material is planned for six 2-hour classes. The first three lessons aid students in interpreting landscape plans and understanding some of the reasons for plant placement and selection. They provide a base, which may be built on through future study of plant selection and the principles of landscape design. Lessons 4 and 5 provide practical guidelines for the installation and maintenance of landscape plants. Lesson six provides an introduction into the care of turfgrass. Lessons include an introduction, objectives, student motivation, key points, detailed information (including handouts), group discussion, summary and conclusions, transparency masters, outlines, and supplementary resources and activities. (KC)

ED 325 723 CG 021 830

Osgood, D. Wayne; And Others

Time Trends and Age Trends in Self-Reported Illegal Behavior.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Nov 87
NOTE- 48p.; Paper presented at the Annual Meeting of the American Society of Criminology (Montreal, Quebec, Canada, November, 1987). Contains some faint and broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Antisocial Behavior; Comparative Analysis; *Crime; *Criminals; Criminology; *Delinquency; High Schools; High School Seniors; National Surveys; *Trend Analysis; Violence; *Young Adults
IDENTIFIERS- Arrest Records; Federal Bureau of Investigation; *Monitoring the Future

Using findings from Monitoring the Future, an annual national survey of high school seniors conducted for the past 11 years, this study tested the correspondence of self-report and arrest measures of crime by examining comparable rates for specific offenses for specific age groups and years from 17 to 23, and comparing these with Federal Bureau of Investigation statistics on age-specific arrest rates over the same period covered by the study. Rates are reported both in terms of percentages of individuals who engaged in specific criminal acts and in terms of rate of offenses per individual. Results, reported through a series of tables, showed that illegal behavior in general declined with increasing age, with the important exception of rates of assault as reflected in arrest records, which did not peak until age 21. Another set of tables presents results for time trends in self-reported illegal behavior and corresponding indices of arrest. One implication of these findings is that time trends in crime rates are not at all uniform across offenses, and thus do not reflect any change in a general tendency toward deviance. Yet the results also suggest that rates of assault have increased significantly over the period covered by the survey. (Twelve tables and 8 line graphs are attached.) (TE)

ED 325 739 CG 022 892

Leafgren, Fred; And Others
Personal Growth and Societal Expectations.
PUB DATE- 90
NOTE- 52p.; Chapters 1-4 of "Problem Solving Strategies and Interventions for Men in Conflict," (see CG 022 891).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Development; Career Choice; *Conflict; Counseling; *Expectation; *Males; Psychotherapy; *Role Conflict; *Self Esteem; Sex Role

This document consists of part one of a book of readings that examine issues affecting men in the late 20th century. It was written for counselors at all educational levels, social workers, community therapists, private practitioners, clinicians, teachers, hospital workers, and Employee Assistance Program workers. Four chapters are included in this first section, which is on personal growth and societal expectations. "Men on a Journey" (Fred Leafgren) explores men in the context of their culture and identifies the positive impact counselors can make both on the lives of these men and on the culture. "Finding Ourselves: Self-Esteem, Self-Disclosure, and Self-Acceptance" (Ron May) explores how men's self-esteem is developed, methods of intervention, strategies for change for men who have low self-esteem, and an approach to developing an awareness of feelings. "Assessing Men's Gender Role Conflict" (James O'Neil) provides concepts to assess this conflict and a diagnostic schema to use in counseling, psychotherapy, and educational programming. "Career Themes in Counseling and Psychotherapy With Men" (Thomas Skovholt) identifies how the culture prepares men for the work world. Case studies are cited that illustrate career dilemmas that men face. (NB)

ED 325 755 CG 022 908

Collison, Brooke B., Ed.; Garfield, Nancy J., Ed.
American Association for Counseling and Development, Alexandria, VA.
Careers in Counseling and Human Development.
PUB DATE- 90
NOTE- 175p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) a
DESCRIPTORS- Adults; *Career Choice; *Careers; College Students; *Counseling; Decision Making; *Helping Relationship; Higher Education; *Individual Development

This book was written to help students and adults in transition decide whether to prepare for a career in the helping professions. Over 90 different career options are described in various work settings within the counseling and human development field. Fourteen chapters are included, divided into three parts: (1) Getting Started; (2) Work Settings; and (3) Moving Ahead. Part 1 contains two chapters: "How to Use This Book" (Brooke Collison and Nancy Garfield), which explains the three parts of the book and introduces the work setting chapters, and "So You Think You Want a Career in the Helping Professions" (Brooke Collison and Nancy Garfield), which poses questions to consider before making a career decision. These 2 chapters are followed by 10 work setting chapters: (1) "Careers in School Settings" (Claire Cole); (2) "Careers in Postsecondary Settings" (Susan Komives); (3) "Consulting Careers in College Settings" (Clyde Crego); (4) "Careers in Business and Industry" (Bree Hayes); (5) "Careers in Private Practice" (Burt Bertrum); (6) "Careers in Public and Private Agencies" (Robert Male); (7) "Careers in Federal and State Agencies" (Andrew Helwig); (8) "Careers in Health Care Facilities" (Joseph McCormack); (9) "Careers in Residential Treatment Centers" (Ross Lynch and Susan Wiegmann); and (10) "Careers Working with Special Populations" (Barbara Brown Robinson). Part 3 contains the final two chapters: "Credentialing, Certification, and Licensure" (Judy Rosenbaum and Sharon Alexander) and "What Next?" (Nancy Garfield and Brooke Collison). A list of professional associations, certifying groups, and accrediting agencies; a matrix of occupational titles and work settings; a list of contributors; and an index of occupational titles used in the book are appended. (NB)

ED 325 772 CG 022 926

Boyd, Vivian; And Others
Maryland Univ., College Park. Counseling Center.
Intrusive Informing: Mentoring by Telephone. Research Report #11-90.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Black Students; *College Students; Counseling Services; Higher Education; *Mentors; Program Effectiveness; School Counseling; School Holding Power
IDENTIFIERS- *African Americans

This study attempted to decipher what happens to African American students during their sophomore year to make them disenchanted with their academic experience in their subsequent years and tested whether a supportive mentoring relationship can be developed over the telephone. Fulltime African American students (N=27) entering their second year with a cumulative grade point average between 1.5 and 1.9 inclusive participated in the study. Each was contacted by telephone four times during the year by an African American member of the Counseling Center staff. At each call, students were asked to discuss concerns or issues with which the caller might be able to help. Callers completed a record sheet after each call on which they indicated the content of the call, the attitude of the students, and any action plan. Most of the issues mentioned by students during their telephone calls were issues for which there were resources on campus. While rates of academic persistence and persistence in good standing did not differ significantly between the treatment group and nontreatment control group (N=30) in each of the four semesters subsequent to the initial semester of intervention, the treatment group showed higher retention and better academic standing than did the control group. The results, although not statistically significant, confirmed the feasibility of establishing a supportive mentoring relationship by phone. (ABL)

ED 325 788 CG 022 945

Resnick, Heidi S.; And Others
Vulnerability-Stress Factors in Development of Post-Traumatic Stress Disorder.
PUB DATE- Aug 90
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Clinical Diagnosis; *Depression (Psychology); *Emotional Response; Females; Injuries; Rape; Stress Variables; *Victims of Crime; *Violence
IDENTIFIERS- *Posttraumatic Stress Disorder

Log-linear chi-square analyses were conducted to examine potential interactions between presence of pre-crime Axis I psychiatric diagnoses and differential levels of crime stress in association with posttraumatic stress disorder (PTSD) in a community sample of 295 female crime victims. High crime stress was defined as crime that included either perceived life threat, actual injury, or completed rape. Crime stress level was significantly associated with PTSD post-crime. Thirty-five percent of subjects with high crime stress exposure met criteria for PTSD, as opposed to 13% of those with low crime stress exposure. Pre-crime diagnosis was not associated with high crime stress exposure, indicating that this is not a vulnerability factor for exposure to crime characteristics associated with increased rates of PTSD. There were no significant independent associations between pre-crime Axis I diagnoses and PTSD post-crime. However, a significant interaction was observed between crime stress level, pre-crime depression, and PTSD, such that rate of PTSD was substantially higher in association with pre-crime depression, only in the high crime stress exposure group. Major findings are consistent with previous results implicating trauma exposure as the primary factor in development of PTSD. However, the results suggest that pre-crime depression may constitute a vulnerability factor for development of PTSD under conditions of high crime stress exposure. (Author)

ED 325 804 CS 010 291

Paul, Richard; And Others
Sonoma State Univ., Rohnert Park, CA. Center for Critical Thinking and Moral Critique.
Critical Thinking Handbook: 4th-6th Grades. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, and Science.
PUB DATE- 90
NOTE- 442p.; For handbooks for other grades, K through high school, see CS 010 290-292 and ED 308 481.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; Instructional Improvement; Instructional Innovation; Intermediate Grades; *Language Arts; Learning Strategies; *Lesson Plans; *Science Instruction; *Social Studies; Teaching Methods

This handbook, designed to help teachers of fourth through sixth grades remodel their own lesson plans, has one basic objective: to demonstrate that it is possible and practical to integrate instruction for critical thinking into the teaching of all subjects. The handbook thoroughly discusses the concept of critical thinking and the principles that underlie it and shows how critical thinking can be taught in language arts, social studies, and science. The book's first section contains eight chapters which: (1) provide an introduction to critical thinking and its importance for education as well as an introduction to lesson remodeling; (2) discuss making critical thinking intuitive by using drama, examples, and images; (3) go deeply into the question of what education for critical thinking requires of teachers; (4) explain the 35 remodeling strategies and their importance, with suggestions on how to teach for them; and (5) present 52 remodeled lessons for language arts, social studies, and science, and describe some frequently encountered flaws in textbook approaches. The handbook's second section, which contains seven chapters, compares didactic and critical views on education (including a description of common features of texts that impede critical thought), outlines the changes in curriculum required by a shift toward education for critical thought, provides practical ideas for facilitating staff development in critical thinking, presents short writings on critical thinking by teachers after a workshop on the subject, and considers the problem of defining critical thinking. The seventh chapter is an analytic glossary of key words and phrases relevant to critical thinking and education. A list of recommended readings and critical thinking resources is appended. (SR)

ED 325 820 CS 010 307

Diehl, William, Ed.; And Others
Indiana Univ., Bloomington. School of Education.

Secondary Reading: Theory and Application. The Lilly Conference on Secondary Reading (April 6-8, 1978). Monographs in Teaching and Learning Number 1.

PUB DATE- Sep 78
NOTE- 134p.; For monographs 3-5, see CS 010 308-310; for monograph 2, see ED 189 590; for monograph 6, see ED 323 564.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; *Models; Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Interests; Secondary Education; *Theory Practice Relationship
IDENTIFIERS- Reading Theories

Challenging educators and students to look at both the importance of secondary reading and the vital differences between secondary level and elementary level reading demands, strategies, competencies, and attitudes, the papers in this monograph indicate the broad range of theoretical issues in secondary reading that must be examined as a prelude to organizing methods courses for secondary teachers. Papers include "What Is Secondary Reading" (Carl B. Smith and Larry Mikulecky); "A Critical Summary of Rumelhart's Interactive Model of Reading" (William Diehl); "Instructional Implications of Rumelhart's Model" (Jerome Harste); "Cognition and Comprehension" (Carl B. Smith); "Questions and Advance Organizers as Adjunct Aids: Implications for Reading Instruction in Secondary Schools" (Richard T. Vacca); "The Relationships of Attitudes, Interests, Motivations, and Habits to the Teaching of Reading" (Larry Mikulecky); "Secondary Reading Programs: Factors that Bring Teachers and Students Together" (James Mills); "A Competency Based Program for Subject Area Teachers" (Charles T. Mangrum); and "In Perspective" (Leo Fay). After most papers in this monograph, summaries of reactions and discussions are provided. (RS)

ED 325 836 CS 010 325

Nowakowski, Jeri; And Others
North Central Regional Educational Lab., Elmhurst, IL.
Wisconsin Rural Reading Improvement Project 1987-1988. Evaluation Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 305p.; For the summary report, entered separately, see CS 010 324.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Distance Education; Elementary Secondary Education; *Instructional Improvement; Program Evaluation; Reading Improvement; *Reading Instruction; Reading Programs; Reading Strategies; *Rural Schools; School Surveys; Small Schools; *Staff Development; Teacher Improvement
IDENTIFIERS- Strategic Reading; Wisconsin; *Wisconsin Rural Reading Improvement Project

Based upon case studies, surveys conducted in 18 participating school districts in fall 1987 and spring 1988, meeting observations, discussions with project staff, and an audit trail, this report evaluates the first year of the Wisconsin Rural Reading Improvement Project (WRRIP), a school improvement project aimed at helping small, rural schools improve reading instruction by teaching reading as thinking (also termed "strategic reading"). The means used to achieve this improvement is through staff development utilizing distance learning: specifically, a leadership team composed of a school principal, the reading specialist, and the media specialist work together to support targeted teachers while information is delivered to the team and the teachers through an assortment of telecommunications strategies. The report is in five major sections. The first section is an evaluation summary which discusses 10 general findings (sorted into 4 categories: Reading Instruction, Staff Development, Distance Learning, and Project Organization and Delivery), gives 8 findings from the fall and spring surveys, describes generally the evaluation methodology used, and provides a description of the project at the end of year 1. The second section describes five case studies, while the third section gives detailed results of the two surveys. The mid-year formative evaluation report is contained in the fourth section, and the fifth section gives the response to the mid-year report by the Wisconsin project staff. (SR)

ED 325 852 CS 212 563

Macon, James M.; And Others
International Reading Association, Newark, Del.
Responses to Literature: Grades K-8.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Class Activities; Curriculum Development; Elementary Education; *Learning Activities; *Reading Assignments; *Reading Instruction; Reading Materials; Reading Writing Relationship
IDENTIFIERS- International Reading Association; Literature Based Reading Programs; Story Content; Story Maps

This booklet was prepared for use as a staff development presentation in response to an official statement by International Reading Association's "Executive Board that literature (and the reading and writing that goes with it) must be the foundation of the language arts curriculum. The purpose of the booklet is to provide alternatives to conventional teaching methods that not only require more reading and writing on the part of the student, but which also get students to think, focus on meaning, and consider the literary elements of a story. Activities included are classroom tested, may be tailored to fit each selection, may be accomplished in small or large groups, and may be used as an end in themselves or as a means to an end. Included in the booklet are the following sections: (1) Rationale for Responses to Literature; (2) Engagement Activities, and (3) Management Issues. The contents of the booklet are germane to districts/divisions which are just beginning to use literature in classrooms or which are in the process of implementing a comprehensive literature-based reading program. They are designed as a package to be presented in small conferences or workshops; the three divisions of the package represent, respectively the "why," "what" and "how" for attendees. (MG)

ED 325 869 CS 507 287

Myers, Scott A.

A Theoretical Approach to the Long-Hazleton Process of Public Relations Model.

PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Models; *Organizational Communication; *Public Relations; Social Exchange Theory; Speech Communication; Textbook Content; Theory Practice Relationship
IDENTIFIERS- *Long Hazleton Process of Public Relations Model

One way to implement theory into existing public relations classes is to utilize the Process of Public Relations model developed by L. W. Long and V. Hazleton. The use of the model in the classroom is important because the model stresses the interdependence between the public relations practitioner and the organization. The model begins by defining the parameters of five environmental dimensions that impact the client-practitioner relationship: political, social, economic, technological, and competitive. Next, the four elements of input (organizational goals, organizational structure, organizational resources, and management philosophy) are channeled into the public relations decision process, allowing the public relations crisis to be defined, researched, and analyzed, while a solution is sought. After this process is completed, the change agent (practitioner) attempts to get the organization to adopt the resolution by considering the public relations goals, the solution characteristics, the public relations audience analysis, the strategy, and the overall program objectives. Finally, the process shifts to message transmission embracing three theories: rhetorical, two-step flow, and diffusion. (Twenty-eight references are attached.) (KEH)

ED 325 885 CS 507 326

Oseguera, A. Anthony

1986 Philippine Elections: Political Economy as Communication and Media Influence.

PUB DATE- Nov 86

NOTE- 75p.; Paper presented at the Annual Meeting of the Speech and Communication Association (72nd, Chicago, IL, November 13-16, 1986). Best available copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)

DESCRIPTORS- Elections; Foreign Countries; *Information Dissemination; *Mass Media Role; Media Research; *News Media; News Reporting; Political Issues

IDENTIFIERS- Filipinos; *Philippines; Political Communication; *Political Economics

This paper examines the Philippine transition of power as a communication event where the role of the print and electronic media is juxtaposed to cultural and political-economic determinants. The paper attempts to describe the similarities and differences between culture and communications in the Philippines and the United States. An historical-descriptive qualitative methodology is utilized. The paper uses selected stories that specify culture and political economy to glean the reality of what has transpired in the Philippines and the role the American and Philippine media, print and electronic, played both as observer and participant. Language and geography are considered principal elements of culture in the paper. The paper is taken from the content of a seminar in international broadcasting presently given at Eastern Illinois University. (Seventy-five references are attached.) (Author/MG)

ED 325 901   CS 507 343

Morreale, Sherwyn

"The Competent Speaker": Development of a Communication-Competency Based Speech Evaluation Form and Manual.

PUB DATE- Nov 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Portions contain faint/broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Sophomores; *Evaluation Criteria; *Evaluation Methods; Higher Education; Public Speaking; *Speech Communication; *Speech Instruction; Speech Skills; *Student Evaluation
IDENTIFIERS- *Communication Competencies; Speech Communication Association

As part of the Speech Communication Association (SCA) 1990 Summer Conference on Communication Competency Assessment held in Denver, Colorado, one work group worked on the development of a speech performance evaluation form and/or process grounded in and driven by the competency paradigm. Prior to and during the conference, the group developed a description of a manual for in-class speech evaluation at the college sophomore level to be used for both the evaluation of public speaking skills in the classroom, and pre- (testing out) and/or post- (exit) assessment of speaking performance. At the conference, eight competencies regarding public speaking were identified, and performance criteria/standards by which each competency could be evaluated were articluated. Following the conference, a pilot speech evaluation form was developed, utilizing the eight competencies and attendant criteria. That instrument and criteria presently are being refined, and appropriate reliability and validity testing is planned. It is the intention of the work group to develop a manual for speech evaluation grounded in the communication competency literature and containing, among other components, "The Competent Speaker" evaluation form. That manual will be submitted to the Educational Policies Board for SCA approval and distribution. (Three tables of data are included; 27 references and 2 appendixes containing the SCA resolution and a description of the eight public speaking competencies and standards/criteria for assessment are also provided. (SR)

ED 325 916 EA 022 385

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearings on H.R. 3347, the Educational Performance Agreements for School Restructuring Act of 1990. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session (Burlington, Vermont, May 7, 1990, and Carbondale, Illinois, March 5, 1990).

PUB DATE- 90

NOTE- 215p.; Serial No. 101-105. Some small print may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Federal State Relationship; *Governance; Government School Relationship; Hearings; Local Government; *School District Autonomy; School Restructuring; State Aid

IDENTIFIERS- Congress 101st

Statements, prepared statements, letters, and supplemental materials from a hearing to review proposed legislation for a national educational demonstration agreement for school restructuring are presented. The agreement gives schools greater flexibility in spending federal funds and more control over their educational programs. Topics of concern include vocational education, adult education, job training, special needs students, gangs, adolescent pregnancy, drug education, and disabled populations. (LMI)

ED 325 931 EA 022 418

Sharp, William L.; Newman, Isadore

Boards of Education: Trust, Confidence, and Communications: A Study of First Year Superintendents.

PUB DATE- Oct 90
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Board Administrator Relationship; Elementary Secondary Education; *Job Satisfaction; Longitudinal Studies; *Superintendents; Surveys; *Trust (Psychology)
IDENTIFIERS- *Ohio

All first-year Ohio superintendents were surveyed regarding their board of education relationships. The administrators were sent a questionnaire asking about the boards' trust and confidence in them, the nature and extent of board/superintendent communications, and the superintendents' job satisfaction. Of 63 questionnaires mailed out, 58 (92.1 percent) were returned and used in the database. When the superintendents rated various board-superintendent relationships, the highest rating generally was trust. However, these same superintendents rated their own boards' trust in them much lower. Whereas they rated the boards' confidence in the superintendents' fiscal competence as more important than curriculum competence, they felt their own boards had more confidence in their curriculum abilities than in finance. Also, the boards' confidence was significantly related to the boards' and superintendents' attending state meetings and going to restaurants together. Superintendents communicated to the board through the board president, and boards relied on the president for this communication. The first-year superintendents surveyed seemed satisfied with their career choice and job security. Included are 12 tables. (Nine references) (Author/MLH)

ED 325 948 EA 022 436

Witte, John F.

Appalachia Educational Lab., Charleston, WV. Policy and Planning Center.; Wisconsin Univ., Madison. Robert M. LaFollette Inst. of Public Affairs.

Choice in American Education. Policy Issues.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 90

NOTE- 52p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Educational Opportunities; Educational Vouchers; Elementary Secondary Education; Equal Education; Open Enrollment; Parent Participation; Private Schools; Public Schools; *School Choice; School District Autonomy; *School Restructuring; State Action; State School District Relationship; State Standards; Tax Credits; Tax Deductions; Tuition

An analysis of school choice programs is presented. The review is organized around the following topics: common characteristics of programs, variations, advantages and disadvantages, the relationship between choice and student achievement, and state role. A conclusion is that policy decisions will have to be based on factors other than effects of school choice on student achievement, because there are few, if any, acceptable studies available on the subject, and that state policymakers should weigh choice options against legal, political, and geographic constraints. (56 references) (LMI)

ED 325 965 EA 022 465

Environmental Protection Agency, Washington, D. C.

ABCs of Asbestos in Schools.

PUB DATE- Jun 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- •Asbestos; Elementary Secondary Education; •Hazardous Materials; Occupational Safety and Health; Physical Environment; School Maintenance; •School Safety

Information about asbestos in the schools is provided in this pamphlet. The document describes the nature and dangers of asbestos and the passage of the Asbestos Hazard Emergency Response Act in 1986. The responsibilities of school boards and other school officials to protect students and employees from asbestos exposure are explained as well as plans for school management. A list of regional asbestos coordinators is included. (LMI)

ED 325 983 EA 022 486

Reynolds, Christopher J.; And Others
Attitudes and Practices of Public School Elementary Principals Toward Corporal Punishment in Arizona.
PUB DATE- Nov 90
NOTE- 24p.; Some dot matrix print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Corporal Punishment; *Discipline Policy; Elementary Education; Ethnicity; *Minority Groups; *Principals; *Public Schools; *Sex Differences
IDENTIFIERS- *Arizona

This report examined the relation between elementary principals' attitudes and administrative patterns of corporal punishment in Arizona during the 1988-89 school year. An attempt was made to identify differences by such variables as gender of administrator-respondent and child and ethnicity of respondent and child. The study randomly selected 62 principals, who were sent a researcher-designed and researcher-validated questionnaire. Respondents also recorded incidence and frequency of paddlings administered to students, differentiated by male/female students, by minority/nonminority students, and by the person administering the punishment (principal or other administrator). Summary descriptive statistics (percentages and frequencies) were used to analyze data. These analyses revealed significant differences between select groups' attitudes toward corporal punishment. A greater percentage of male principals administered paddlings; however, female principals paddled twice as frequently as male principals. Boys received the most paddlings, and nonminorities received more paddling than minorities. Male principals agreed more than female principals with the idea of corporal punishment. Males believe that boys deserve it more than girls and that minorities deserve it more than nonminorities. This study has clear policy implications for related child abuse legislation and for recent efforts by the Arizona PTA and the state legislature to abolish or reconsider the use of corporal punishment in schools. Appendices of data tables are included. (11 references) (MLH)

ED 325 998 EC 232 601

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

Test Your School's IQ: Integration Quotient and Test Your IQ: Integration Quotient: For Organizations Serving People with Developmental Disabilities and Guidelines for Quality Individual Plans.

PUB DATE- 88

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Agencies; Disabilities; Elementary Secondary Education; Guidelines; *Individualized Education Programs; *Normalization (Handicapped); *Organizations (Groups); Rehabilitation; Social Integration; *Student Educational Objectives

This document consists of three separately published two-fold brochures. The three brochures provide guidelines for families of persons with disabilities to assess the level of integration efforts by local school districts and special education cooperatives. Guidelines are presented in the form of yes-no questions about administrative commitment, location/transportation, and integrated time and activities. Four readings and five organizational resources are recommended. The second brochure allows for self-examination by an organization in a series of yes-no questions which consider administration, individuals served, and environment. The third brochure offers guidelines for the assessment of written individual plans. Plan objectives are evaluated based on the following criteria: age-appropriateness; community referenced settings; degree of functionality; interaction with nondisabled peers; training for generalization; use of natural cues and reinforcement; a comprehensive assessment; consideration of the individual's choices and interests; and consideration of the family's choices and interests. Six readings and five organizational resources are recommended. (DB)

ED 326 014   EC 232 618

Weisgerber, Robert A.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Research on the Use of Technology in the Education of the Learning Disabled: Project CREATE.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 87
NOTE- 93p.; For related documents, see ED 277 166-171.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; Human Factors Engineering; *Learning Disabilities; *Man Machine Systems; Microcomputers; *Perceptual Development; Program Development; *Reading Instruction; Technology; Word Recognition
IDENTIFIERS- Project CREATE

Project CREATE was a 4-year federally funded research program which sought to determine ways in which computer technology could improve the education of learning-disabled students. Early work on the project centered on the development of a theoretical and conceptual foundation; a hierarchical conceptual model was constructed that related school performance in reading to underlying cognitive processing skills, perceptual enabling skills, and neuromuscular vision skills. Two California school districts were involved in the project: the Fremont Union High School District and the Cupertino Union School District. A software selection and evaluation tool (included in Appendix B) was developed, several adaptive software handbooks were produced, and two software programs were created (TurboScan and Wordsworth). Elementary students who received the TurboScan software treatment improved in their ability to rapidly discriminate critical features associated with character and word recognition, and demonstrated better reading skills. Secondary students who received the Wordsworth software treatment for cognitive processing development improved in their ability to recognize literal facts and details in narrative text and, to some extent, to make inferences. Student-machine interface conditions that acted as barriers to effective study were identified, and a facilitating interface was designed. An appendix contains scope and sequence information. (Author/JDD)

ED 326 029 EC 232 643

Cates, Dennis L.; And Others
Severely and Profoundly Handicapped Students in the Regular Classroom: It Is Happening Now.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Interdisciplinary Approach; Intermediate Grades; *Mainstreaming; Multiple Disabilities; Normalization (Handicapped); Peer Relationship; *Peer Teaching; Program Implementation; *Regular and Special Education Relationship; *Severe Disabilities; *Severe Mental Retardation; Special Classes; Staff Role; Student Attitudes; Teacher Attitudes; Teacher Education; Teacher Education Programs; *Teacher Role; Teamwork

A project is described in which students with severe disabilities from a self-contained day school were successfully integrated into a program within the main building of a regular campus which included limited participation in a regular fourth grade classroom. The project was initiated after various preparations were made, including building adaptations, such as provision of access for walkers and wheelchairs; faculty preparation, including discussion of expectations and introduction of the special education faculty; and student preparation, including discussions of mental retardation and the rationale and benefits of the project as well as fears and concerns. The project involved instituting a fourth grade partnering class in which nonhandicapped students who volunteered to be "partners" to their handicapped peers assumed such responsibilities as selection of reading materials, helping with lunch, assisting with art and music, participating in language-building activities, and planning activities. Activities took place in both classrooms with participation of regular and special education teachers. The paper emphasizes the roles of university personnel, special education administration, elementary counselors, regular classroom teachers, and special education teachers. Appendices provide training materials for teachers and students, measures of student attitudes before and after the project, a mainstreaming activity list, and suggestions for modifying instruction for the special education student. The document contains seven references. (BRM)

ED 326 046 FL 018 956

Cohen, Andrew D.
Learner Strategies: The Role of the Teacher.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cognitive Style; English (Second Language); Foreign Countries; *Independent Study; *Learning Strategies; Program Descriptions; *Second Language Instruction; Second Language Learning; *Teacher Role

Publications addressing the training of learners and the improvement of learning strategies are reviewed. This literature includes materials directed at the learner himself and at teachers, who are in turn expected to pass insights on to the learners. The literature also includes both formal language training techniques and the experiential learning of language. The publications include general study skills guides, a guidebook for self-instruction, a guide specifically for language learning, a monograph for Peace Corps volunteers, an English-as-a-Second-Language learner training course, teacher guides on learning strategies, learning styles, program reports emphasizing autonomous and self-directed instruction in several countries, learner training textbooks, and a prospective book on the role of the teacher in learner training. It is concluded that the current focus on learning strategies and the shift in teacher roles does not diminish the need for the teacher but rather increases it, requiring extra teacher attention to the support of more effective learning. (MSE)

ED 325 966 EA 022 467

Lovick, Sharon R.; Wesson, Wanda F.
Center for Public Options, Houston, TX. Support Center for School-Based Clinics.
School-Based Clinics: Update 1986.
PUB DATE- Aug 86
NOTE- 24p.; Column headings and graphics in colored ink and some small print may not reproduce adequately in paper copy. For related documents, see EA 022 468-469.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Child Health; *Clinics; Community Support; Elementary Secondary Education; Health Facilities; Health Programs; *School Health Services
IDENTIFIERS- *School Based Clinics
Information about operational school-based clinic programs is provided in this pamphlet. Characteristics of school-based clinics include comprehensive services, a multidisciplinary team approach, a community resource network, school location, adolescent reproductive health services, and traditional health institution management. A list of operational programs in 17 states is included. (LMI)

ED 325 615 CE 053 949

New York City Human Resources Administration, N.Y.; Non-Traditional Employment for Women (NEW), New York, NY.

The NEW Magazine. Original Writings by Participants in NEW's Adult Basic Education Program.

SPONS. AGENCY- Municipal Assistance Corp., New York, NY.; New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Reading Programs; Language Experience Approach; *Literacy Education; *Reading Materials; Reading Skills; *Student Developed Materials

The stories, essays, poems, and anecdotes in this booklet were written by students attending community-based literacy classes and they reflect the students' varied lives and experiences. Many of these pieces are appropriate for adult beginning readers and may encourage students to write their own stories that in turn may be read by others. The material is unedited except for spelling and some punctuation and capitalization. Many pieces are responses to identified selections read aloud in class by the teacher, including poems by Maya Angelou. (YLB)

ED 325 632 CE 056 132

Michigan Library, Lansing.; Michigan Literacy, Inc., Lansing.;
Michigan State Board of Education, Lansing.

Putting Literacy To Work in Michigan.

PUB DATE- Sep 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Community Programs; Economic Development; Educational Needs; Education Work Relationship; Guidelines; *Literacy Education; *Program Development; *Publicity; Public Relations; *State Programs
IDENTIFIERS- *Michigan

This packet of materials was created to help literacy professionals, social agencies, volunteers, and media representatives promote literacy efforts in Michigan, especially during Literacy Action Month (September). The materials can be used to support literacy in the community, in democracy, in the family, and in economic development. Items included in the packet are the following: a statement of the "right to learn"; 20 questions and answers about adult literacy; a list of ideas for promoting literacy in the community; literacy-related media slogans; a list of literacy promotion ideas, both those that are easily accomplished and those that are more complex; a checklist of community contacts; ways in which churches and other community groups can help the literacy movement; facts about human investment in Michigan; local sources for assistance; sample handouts for open houses, sample logos and art work; and public service announcements for radio stations. A brochure in Spanish also is included. (KC)

ED 325 647 CE 056 177

Sarmiento, Anthony R.
A Labor Perspective on Basic Skills.
PUB DATE- 28 Sep 89
NOTE- 25p.; Paper presented at the Conference on Workplace Basic Skills: A Labor-Management Approach (Columbus, OH, September 28, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Illiteracy; *Labor Education; *Literacy Education; Nonschool Educational Programs; *Unions
IDENTIFIERS- *Workplace Literacy

Most major workplace literacy programs involve unions. Organized labor's current leadership in worker education and training is not a continuation of earlier activities but an expansion of union interest and activity that is unprecedented in the history of organized labor. These efforts do not rely on public funding, because many unions have negotiated financial support for the educational programs under the collective bargaining agreement. For decades, the building and construction trades have operated training programs funded through joint apprenticeship and training trusts with their contractors. Employers who have been reluctant to invest in their workers must commit the financial resources required to keep the skills of their workers current. They must embrace the cost of ongoing worker training and education as part of the total cost of doing business. Those who are planning a workplace literacy program should not oversimplify the literacy problem or what kinds of programs are needed and should not insult the workers they are hoping to serve through the program. The most important suggestion for these program planners is to involve unions and workers from the very start of the effort and throughout every phase of the operation as equal partners. (A list of 18 references and handouts are appended.) (YLB)

ED 325 663 CE 056 237

Campbell, Paul B.; Panzano, Phyllis
Ohio State Univ., Columbus. National Center for Research in
Vocational Education.
Elements of Vocational Program Quality.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Assessment; Educational Objectives;
*Educational Quality; Evaluation Criteria; Models; *Outcomes of
Education; *Program Effectiveness; *Program Evaluation;
*Vocational Education
IDENTIFIERS- *Quality Indicators
This report is an attempt to conceptualize a comprehensive framework for evaluating vocational education quality. It is intended to inform policymakers of the breadth of the elements of quality and to suggest an integrated framework for assessing quality to vocational education evaluation theoreticians. Chapter 1 offers preliminary considerations. Chapter 2 introduces and defines the elements of quality related to educational outcomes that were identified through the model-building process described in Chapter 1. Two general types of outcomes are included: individual and societal, with a subset of societal outcomes specific to employers. Chapter 3 parallels chapter 2 in structure, but focuses on the elements of quality related to the educational experience. The educational experience is divided into two domains: school context and school process. Chapter 4 presents some issues and guidelines regarding the development of quality indicators for the elements within the proposed model. General evaluation approaches and specific models are discussed as they relate to developing indicators for the elements of quality in vocational education. Thirty-two references are appended. (YLB)

ED 325 677 CE 056 258

Slack, Don
Missouri Univ., Columbia. Instructional Materials Lab.

Testing and Troubleshooting. Electronics Module 7. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 91p.; For related documents, see ED 315 659-662 and CE 056 256-261.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electronics; *Equipment Maintenance; Evaluation; *Industrial Arts; Learning Activities; Learning Modules; Postsecondary Education; Problem Solving; *Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; *Troubleshooting
IDENTIFIERS- Missouri

This module is the seventh of 10 modules in the competency-based electronics series. Introductory materials include a listing of competencies addressed in the module, and a cross-reference table of instructional materials. Three instructional units cover: block diagrams; board-level repairs; and component-level troubleshooting. Each unit includes some or all of the following components: performance objectives; information sheets; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Special instructions are included in the notes to the instructor section near the beginning of each unit. (YLB)

ED 325 693 CE 056 275

Davis, Diane, Ed.
Missouri Univ., Columbia. Instructional Materials Lab.
Criterion-Referenced Test Items for Welding.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 236p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) m
DESCRIPTORS- Behavioral Objectives; *Competence; *Competency Based Education; Construction (Process); *Criterion Referenced Tests; Entry Workers; Job Skills; *Metal Working; Postsecondary Education; Secondary Education; *Test Items; *Welding
IDENTIFIERS- Missouri

This test item bank on welding contains test questions based upon competencies found in the Missouri Welding Competency Profile. Some test items are keyed for multiple competencies. These criterion-referenced test items are designed to work with the Vocational Instructional Management System. Questions have been statistically sampled and validated on students at Vocational Industrial Clubs of America district contests. The tests cover the following 13 competency areas in welding: basic skills; print reading; oxy-fuel cutting/welding; layout and fit-up; shielded metal arc--general; shielded metal arc--3/8-inch plate; shielded metal arc--pipe (2 inch to 6-inch diameter); shielded metal arc--16 gauge steel; gas metal arc welding--plate, pipe (stainless steel, aluminum and carbon steel); gas tungsten-arc welding (carbon steel, stainless steel, aluminum); plasma cutting; metallurgy and heat treating; and carbon-arc cutting. A list of the 16 references used to create the test items is included. (KC)

ED 325 709 CE 056 298

Tannehill, Dana, Ed.
Missouri Univ., Columbia. Instructional Materials Lab.
Criterion-Referenced Test Items for Auto Body.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 289p.; For related documents, see ED 300 615 and CE 056 299.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) m
DESCRIPTORS- *Auto Body Repairers; *Behavioral Objectives; *Competency Based Education; *Criterion Referenced Tests; Entry Workers; Equipment; Hand Tools; Job Skills; Motor Vehicles; Occupational Information; Occupational Safety and Health; Painting (Industrial Arts); Postsecondary Education; Repair; Safety Education; Secondary Education; Skill Development; State Curriculum Guides; *Test Items
IDENTIFIERS- Missouri

This test item bank on auto body repair contains criterion-referenced test questions based upon competencies found in the Missouri Auto Body Competency Profile. Some test items are keyed for multiple competencies. The tests cover the following 26 competency areas in the auto body curriculum: auto body careers; measuring and mixing; tools and equipment; safety; writing a damage report; auto body welding; sheet metal repairs; plastic panel repairs; fiberglass panel repairs; body panel replacement; bumpers; refinishing equipment and techniques; refinishing procedures; fasteners; exterior molding and trim; vinyl tops and decals; interior repairs; glass; electrical systems; lighting systems; engine cooling systems; air conditioning; steering and suspension systems; frame-body and unibody construction; vehicle structural repair; and leadership competencies. (KC)

Colgan, Philip; And Others
Sexuality, Family, and Marriage.
PUB DATE- 90
NOTE- 66p.; Chapters 5-9 of "Problem Solving Strategies and Interventions for Men in Conflict," (see CG 022 891).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Conflict; *Divorce; *Family Life; Fathers; *Males; *Marriage; *Sexuality

This document consists of part two of a book of readings that examine issues affecting men in the late 20th century. It was written for counselors at all educational levels, social workers, community therapists, private practitioners, clinicians, teachers, hospital workers, and Employee Assistance Program workers. Five chapters are included in this second section, which is on sexuality, family, and marriage. "Dimensions of Pleasure: Sexuality, Men and Counseling" (Philip Colgan) departs from traditional conceptualizations of male sexuality to look at meaning, mission, power, structure, and resources in men's sexuality. "Men and Marriage" (Vincent Ciaramella) takes a family systems approach to examine the complementary relationships and the triangles that couples develop. It makes specific suggestions for men who are contemplating marriage. "Coping With the New Father Role" (Ronald Levant) addresses the significant cultural change that fathers currently are experiencing and outlines a fatherhood course. "Divorce: Are Men at Risk?" (Patrick McKenry and Sharon Price) discusses divorce as a process, the adjustments associated with divorce, relationships with former spouses, life as a divorced single man, social supports, living single, dating, sources of stress, and parenting difficulties. Also covered are interventions, divorce therapy, group approaches, divorce mediation, and services for fathers and their children. "Gay and Bisexual Men: Developing a Healthy Identity" (Stephen Parker and Ted Thompson) addresses the elements of healthy identity formation specifically applied to homosexual and bisexual men. (NB)

ED 325 773 CG 022 927

Ostrander, Diane L.; Henry, Carolyn S.

Toward Understanding Stress in Ministers' Families: An Application of the Double ABCX Model.

PUB DATE- Nov 90

NOTE- 18p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clergy; Coping; *Family Problems; Models; Resources; *Stress Management; *Stress Variables; Theological Education

Recent literature indicates that ministers' families face not only the normative developmental stressors of other families, but an additional set of stressors created by the interface between the family and the church systems. Based upon the Double ABCX model of family stress, particular ministers' families will vary in their ability to adapt to stressors based upon a variety of factors including: the particular stressor event; the family resources; the family definition of the stressor; the amount of family crisis resulting from the event, the resources, and the definition; the pile-up of prior strains and current hardships; the resources and support; redefinition of the situation; and coping skills. Implications of this model may be considered at these levels: (1) church leadership may seek to reduce stressors while providing resources to help families; (2) seminary training and continuing educational opportunities for ministers and their spouses can emphasize that stress is a normative part of life and ministerial lifestyle requires a special type of family/occupational coordination; (3) workshops for those currently pastoring churches can emphasize that stress is a normative part of life and provide suggestions for coordinating family and occupational concerns; (4) written materials to minimize stress while maximizing family and occupational effectiveness can be published; and (5) diagnostic tools can be developed for assessing stress and adaptation in ministerial families. (Author/ABL)

ED 325 789 CG 022 947

Staples, Pamela A.
Alcohol-Related Problems of Older Persons.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- Age Differences; *Aging (Individuals); *Alcohol Abuse; *Alcoholism; *Drinking; *Older Adults

The study of older adults is relatively new for the social sciences. There is a growing awareness of the alcohol-related problems in this population. Between 2 and 10 percent of older social drinkers present severe alcohol-related problems of different kinds. Three terms describe the major consequences of "too much" alcohol: intoxication, alcohol-related disease, and dependency. The biological aging process includes many changes that can influence a person's responses to alcohol. For example, tolerance and nutrition are affected. Social relations affecting alcohol consumption may also change with the aging process. Social settings can alter the pattern of alcohol intake. Three groups of older problem drinkers are distinguished as early onset, late onset, and intermittant. Alcohol treatment is at least as effective for older individuals as it is for any other cohort. Elderly persons may require the full range of services needed by other alcoholics: detoxification facilities; residential and outpatient care; alcohol education; and individual and group therapies. The older problem drinker in treatment may be more likely than younger drinkers to complete a course of therapy. (Author)

ED 325 821 CS 010 308

Harste, Jerome C., Ed.; Carey, Robert F., Ed.
Indiana Univ., Bloomington. School of Education.
New Perspectives on Comprehension. Monographs in Teaching and Learning Number 3.
PUB DATE- Oct 79
NOTE- 175p.; For monographs 1 and 4-5, see CS 010 307-310; for monograph 2, see ED 189 590; for monograph 6, see ED 323 564.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Elementary Secondary Education; Evaluation Methods; Higher Education; Interdisciplinary Approach; *Reading Comprehension; *Reading Instruction; *Reading Research; Research Methodology
IDENTIFIERS- Meaning Conditions

Focusing on providing an interdisciplinary framework, the papers in this monograph attempt to synthesize knowledge about comprehension from the points of view of cognitive psychology, textlinguistics, artificial intelligence, and sociolinguistics, as well as from the more conventional perspective of language education. Papers include "Comprehension as Setting" (Jerome Harste and Robert Carey); "Toward Understanding Comprehension: An Examination of Systems" (Robert J. Tierney and others); "Reading is Recognition--When Reading is Not Reasoning" (J. Jaap Tuinman); "Overt Indications of Reading Comprehension: Product and Process Considerations" (William D. Page and Richard T. Vacca); "Cloze Restoration, Recall and Discourse Processing in Middle Grade Readers" (Sandra M. Gould); "Measures of Comprehension: Independence and Implications" (Pat Rigg and Elizabeth Taylor); "Retellings as Measures of Comprehension: A Perspective" (Sharon L. Smith); "Comprehension and Predictability: An Analysis of Beginning Reading Materials" (Lynn K. Rhodes); "Some Basic Notions about Reading Comprehension: Implications for Teachers" (Robert J. Tierney and Rand J. Spiro); "Bridging the Gaps in Reading: Respect and Communication" (Kenneth S. Goodman); and "Methodological Concerns in Comprehension Research" (P. David Pearson). (RS)

ED 325 853 CS 212 564

Johannessen, Larry R.

Interpreting and Writing about Literature in the Junior High/Middle School.

PUB DATE- 6 Oct 89
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Class Activities; *Critical Reading; *Fiction; Junior High Schools; Learning Activities; Learning Strategies; Literary Criticism; *Literature Appreciation; Middle Schools; *Reading Comprehension; *Thinking Skills; Writing Instruction

Students can be taught to interpret and write about literature by emphasizing the thinking skills or strategies involved. A series of activities emphasizes thinking skills since this is where textbook teaching methodologies sometimes get off track. The first activity is designed to find out where students are having difficulty in reading and interpreting literature. The following sequence of activities involves character analysis and attempts to help students learn to make inferences involving character analysis and translate interpretations into effective essays. The next activity, called "evidence extract," is designed to help students learn how to support a conclusion with evidence or data. "Warrant workout," the following activity, shows students the importance of providing a link between conclusions and evidence. In the next sequence of activities, students begin to apply the skills they have learned to an independent writing situation. Peer evaluation is used to help students revise their essays. These sequences of activities have been designed to systematically teach students important critical thinking strategies. (Twenty-nine references and an appendix containing activity sheets are attached.) (RS)

ED 325 870 CS 507 288

Krampien, Penny L.
Speech Communication Makes a Difference.

PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication Skills; *English Instruction; Higher Education; *Language Arts; Secondary Education; *Speech Communication; *Speech Instruction; *Teacher Education; *Teacher Improvement
IDENTIFIERS- Speaking Writing Relationship

Speech communication can make a difference in the teaching of English Language Arts and in improving basic teacher communication skills. A wealth of research indicates that instruction in speaking is not only important in itself but also highly influential in the development of other language arts competencies. Preparation in both English and speech communication can help English teachers incorporate the following items into lessons: (1) skills in both classroom and small group discussion; (2) functional communication competencies and good listening skills; (3) methods for helping students become more competent at each stage of development in oral and written communication; and (4) skills in diagnosing and assessing student strengths and weaknesses in both written and oral communication. Preparation in speech communication can often be a deciding factor in getting an English teaching position in which the teaching or coaching of forensics or debate is desired. Furthermore, a knowledge of speech communication (for example, simple tips on language delivery in the classroom) can improve teaching in all subject areas. (Six appendixes include communication charts for writing and speaking and certification guidelines for speech and English.) (SR)

ED 325 886   CS 507 327

Dittus, James K.; Davies, Miriam R.
Philosophizing about Debate and Individual Events Programs.
PUB DATE- 2 Nov 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Debate; Higher Education; Interpersonal Communication; Liberal Arts; *Persuasive Discourse; Speech Communication; *Speech Instruction
IDENTIFIERS- Debate Coaches; *Individual Events (Forensics); National Debate Tournament

A joint forensics program including both debate and individual events offers important benefits to students and coaches in training. A complete forensics experience provides what some would consider a true liberal arts education. When exposed to all events, students learn a variety of argumentative styles and develop a variety of universal skills which will serve them in any chosen field. The various events emphasize different skills including research, reasoning, analysis, public speaking, and defense of ideas. Additionally, students become aware of various world views, which, at least in some way, furthers their understanding of the entire human experience. To limit such an education for reasons of bureaucratic simplicity or limited financial resources seems counter to the purpose of a college education. Finally, tournaments should rectify this currently problematic situation by offering both debate and individual events and by introducing a structure that allows students to compete in both. (KEH)

ED 325 917 EA 022 386

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 3850, the Fair Chance Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 24 Jan 90

NOTE- 191p.; Serial No. 101-69. Portions contain small/semilegible print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Federal Legislation; *Finance Reform; Hearings; *State Aid

IDENTIFIERS- Congress 101st

Testimony concerning the proposed Fair Chance Act, a bill to ensure all children's chances for receiving a good education, is reported. Although the United States is spending a substantial amount to support its public schools, children are receiving a substantially unequal education, depending on the state, county, or municipality where they live. Under the proposed act, no state may receive federal funds from any Department of Education-administered program to support its public schools after January 1, 1996, unless the Secretary of Education certifies that public education funding in that state meets certain equalized funding standards. Concerning fair funding within states (Title I), the bill further proposes that the Secretary of Education shall annually review each state's method of financing its public elementary and secondary schools and certify all states meeting the proposed standards. Details are provided for review standards, state compliance, and alternative use of funds. Specifications for ensuring fair funding among states are also provided. Favorable testimony was given by Arthur E. Wise, director of the Center for the Study of the Teaching Profession, the Rand Corporation; Professor K. Forbis Jordan, Arizona State University; Bert T. Combs, former Kentucky Governor; Marilyn Morheuser, executive director of the Education Law Center (Newark, New Jersey); and Albert H. Kauffman, senior litigation attorney for the Mexican American Legal Defense and Educational Fund (San Antonio, Texas). Further documentation of school spending inequities appears in the appendices. (MLH)

ED 325 932 EA 022 419

First, Patricia F.; Quaglia, Russell J.
Maine Univ., Orono. Coll. of Education.

The Evolving Roles of the State Boards of Education, State Education Agencies, and Chief State School Officers. Occasional Paper Series No. 8.

PUB DATE- Oct 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Administrators; Board Administrator Relationship; Educational Administration; Elementary Secondary Education; *Governance; Governing Boards; Policy Formation; Politics of Education; *State Agencies; *State Boards of Education; *State Departments of Education; State Legislation; State Officials; State School District Relationship

The roles of state boards of education, state education agencies, and chief state school officers are examined. A review of governance models beginning with colonial days and ending with consideration of recent research on the functioning of state boards of education is provided, and it is concluded that state boards have wide discretionary powers, but are constrained by a lack of financial and political influence. This finding contradicts the traditionally held view that educational policymaking is apolitical and autonomous.

State boards' limited access to resources significantly impedes the extent to which they influence policy. It is clear that the roles of the state board of education, the chief state school officer, and the state education agency continue to evolve and to be intertwined. What is not clear is whether these entities as now structured are suitable for exerting state educational leadership in the 21st century. Two tables are included. (23 references) (LMI)

ED 325 949 EA 022 437

Faber, Charles F.
Appalachia Educational Lab., Charleston, WV. Policy and Planning Center.; Kentucky Univ., Lexington. Policy Analysis Center for Kentucky Education.
Local Control of Schools: Is Local Governance a Viable Option? Policy Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Board of Education Role; Boards of Education; Effective Schools Research; Elementary Secondary Education; Federal Government; *Federal State Relationship; *Governance; Leadership; *Local Government; Public Support; School Based Management; *School District Autonomy; School Districts; School Restructuring; State Action; State Aid
IDENTIFIERS- *Kentucky

The historical and current balance among the federal, state, and local levels in the control of education is reviewed in this report, with a focus on effective schools research and the management of change. Five policy instruments are described, which include mandates, inducements, capacity-building, system-changing, and leadership. A conceptual framework for policymaking and implementation of public education involving national, state, and local levels is presented, followed by a discussion of school-based management as a tool for decentralization. Successful school-based management programs are reviewed, and 13 implications for policymakers at the federal, state, and local levels are offered. (79 references) (LMI)

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
Technology for People with Disabilities (Governor's Report and Executive Summary).
PUB DATE- Jun 86
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assistive Devices (for Disabled); Compliance (Legal); Cost Effectiveness; Definitions; *Disabilities; Equipment; Financial Support; Incidence; Medical Services; *Needs Assessment; State Legislation; State Programs; State Surveys; *Technology
IDENTIFIERS- *Minnesota

This report summarizes the findings and recommendations of a Minnesota panel commissioned to find ways to: increase awareness of appropriate technology for persons with disabilities; provide access to appropriate technology-based products and services; and fund research and development in this field. The executive summary provides a definition of disability, incidence figures, and figures for costs to society of failing to help the disabled. Findings are reported in the areas of information dissemination, funding, and research and development. Findings include the following: (1) there is currently no systematic effort in Minnesota to gather information about existing technologies and their applications or to disseminate it; (2) there is no site where people with disabilities can have access to equipment for the purpose of assessing its potential applications; and (3) state agency definitions of such terms as "medical necessity" are unnecessarily restrictive and prevent or delay appropriate use of technology. Eleven recommendations include the establishment of an ongoing Advisory Board on Technology for People with Disabilities; provision of technology related training to professionals serving these people; and a requirement that public agencies and private insurance carriers expand their definition of medical necessity. (40 references) (DB)

ED 326 047 FL 018 965

Hristova, Doreana
La forme en -l en macedonien (The Form Suffixed -l in Macedonian).
PUB DATE- 90
NOTE- 6p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contrastive Linguistics; Foreign Countries; *Form Classes (Languages); *French; *Language Patterns; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Macedonian

The Macedonian verb form corresponding to the form ending in "-l" in French is examined, focusing on the active past participle, which represents the past indeterminate or non-testimonial tense. Special attention is paid to aspectual, modal, temporal, and prosodic values, and all examples are drawn from the two languages. (MSE)

ED 325 724 CG 022 104

Atwood, Joan D.; Meyer, George
Procedural Concerns in Couple Counseling.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Meeting of the New York State Association for Counseling and Development (24th, Syracuse, NY, October 29-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; Family Problems; *Family Relationship; *Marital Instability; *Spouses

This document presents a theoretical approach to couple counseling, a systemic approach which views each spouse as having a personal and relationship history that transcends the present marital one. It notes that this approach views a person's life style along two dimensions: the first dimension examines the person's relational experiences at the family, relational, and self level; the second dimension involves an understanding of how well each spouse has dealt with developmental issues and what impact these events (birth, death, marriage, divorce) has had upon them. A discussion of assessment in systemic therapy notes that presenting problems are viewed for their greater symbolic value rather than for their content value. The areas of tracking, genograms, sculpturing, circular questioning, inventories, hypothesis testing, and the holding environment are addressed. The next section examines several interventions in systemic therapy: alliances, homework assignments, reframing/relabeling, contracts, paradoxical interventions, prescribing the symptom, and split opinion. Reasons for the failure of therapy are considered, including family secrets, affairs, nodal events, symptom relief, and reactivity levels. (NB)

ED 325 756 CG 022 909

Robinson, Linda C.
A Qualitative Study of Marital Strengths in Enduring Marriages.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interpersonal Relationship; *Intimacy; *Marital Satisfaction; *Marriage; Spouses; *Success
IDENTIFIERS- *Commitment

The study of marital strengths in enduring marriages is conceptually in its formative stage. Further exploratory research may help to focus more clearly on key concepts and their interrelationships. A study was conducted of 15 couples who had been married for between 35 and 48 years. The husbands' ages ranged from 55 to 70 and the wives' ages ranged from 54 to 67. Subjects were for the most part highly educated and had a high socioeconomic level. All couples had at least one child. Unstructured, in-depth interviews were conducted with each spouse separately. All subjects also completed the Marital Comparison Level Index. Data analysis suggests that the following characteristics were key elements of enduring marriages: intimacy, autonomy, commitment, congruence, religious faith, and communication. Supporting characteristics included time together, time alone, shared interests and activities, family orientation, support, mutuality, interdependence, caring, respect, trust, and positive regard. The results suggest a high degree of variability in such areas as intimacy, commitment, and adaptability. The variability in satisfaction over time suggests support for the curvilinearity of marital satisfaction. Many respondents indicated that they felt closer to each other as the demands of parenting and careers lessened, indicating that the relationship between length of marriage and satisfaction may not be solely an artifact of less satisfying marriages ending in divorce. (NB)

ED 325 805 CS 010 292

Paul, Richard; And Others

Sonoma State Univ., Rohnert Park, CA. Center for Critical Thinking and Moral Critique.

Critical Thinking Handbook: High School. A Guide for Redesigning Instruction.

PUB DATE- 89

NOTE- 424p.; For handbooks for grades K through 9, see CS 010 290-291 and ED 308 481.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Critical Thinking; Employment Experience; High Schools; Instructional Improvement; Instructional Innovation; Interdisciplinary Approach; *Language Arts; Learning Strategies; *Lesson Plans; Mathematics Instruction; Physical Education; *Science Instruction; Secondary School Curriculum; Second Language Instruction; *Social Studies; Spanish; Teaching Methods; Typewriting

This handbook, designed to help high school teachers remodel their lesson plans, has one basic objective: to demonstrate that it is possible and practical to integrate instruction for critical thinking into the teaching of all subjects. The handbook discusses the concept of critical thinking and the principles that underlie it and shows how critical thinking can be taught in language arts, social studies, and science. The seven chapters of the book's first section are designed to: (1) provide an introduction to critical thinking and its importance for education, as well as an introduction to lesson remodeling; (2) go deeply into the question of what education for critical thinking requires of teachers; (3) explain the 35 remodeling strategies and their importance, with suggestions on how to teach for them; and (4) present 64 remodeled lessons focusing on language arts, social studies, and science (but also including math, Spanish, typing, physical education, work experience, and interdisciplinary remodels), along with descriptions of some frequently encountered flaws in textbook approaches. The handbook's second section, which also contains seven chapters, compares didactic and critical views on education, outlines the changes in curriculum required by a shift toward education for critical thought, provides practical ideas for facilitating staff development in critical thinking, presents short writings on critical thinking by teachers after a workshop on the subject, and considers the problem of defining critical thinking. The seventh chapter of this section consists of an analytic glossary of key words and phrases on the topic. Resources for teaching critical thinking (including an annotated list of videotapes and a list of audiotapes), as well as information about the Center for Critical Thinking, are appended. (SR)

ED 325 837 CS 010 327

Brandt, Ronald S.; And Others
North Central Regional Educational Lab., Elmhurst, IL.
Dimensions of Thinking: Background and Commentary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 26p.; For the book, "Dimensions of Thinking," see ED 294 222.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- •Cognitive Processes; Creative Thinking; Critical Thinking; •Curriculum Development; Elementary Secondary Education; •Instructional Development; Knowledge Level; •Metacognition; Models; Professional Associations; •Thinking Skills
IDENTIFIERS- Thinking across the Curriculum

This monograph presents commentaries on the book "Dimensions of Thinking: A Framework for Curriculum and Instruction" (which organizes research and theory from several sources into a framework for teaching thinking), by four of its seven authors. The four articles are as follows: "The Development of 'Dimensions of Thinking'" (Ronald S. Brandt); "'Dimensions of Thinking' as a Framework for Curriculum and Instruction in School" (Carolyn Hughes); "'Dimensions of Thinking' and Cognitive Instruction: Use of the 'Dimensions' Model by Various Laboratories and Related Associations or Groups" (Barbara Z. Presseisen); and "Using the 'Dimensions of Thinking' Framework in Professional Associations" (Charles Suhor). (SR)

ED 325 902 EA 021 425

Achilles, C. M.
The Practice of Research on Practice.
PUB DATE- Oct 89
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council on Educational Administration (Scottsdale, AZ, October 27-29, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Interpretation; *Educational Administration; Educational Practices; *Educational Research; Educational Researchers; Elementary Secondary Education; Higher Education; *Research Methodology; *Research Problems; Theories; *Theory Practice Relationship

A major focus for research in preparation programs should be on the practice of administration. For some time, the preparation of educational administrators has been rooted in the traditional liberal arts approach--the approach of a discipline--as a model for preparing the practitioner. Emphasis has shifted to the concept of the accurate identification/diagnosis of the problem and correct assessment of the results and application of research-based knowledge. The research emphasis leans toward decision-making and improvement of practice, although it may relate practice to theory. Examples of dissertation research are provided to demonstrate the problem of translating practice into the theories that seem best suited to explain or describe the problem phenomenon. The problem is not singularly the focus of research, but extends to current faculty untrained in research on practice, to preparation programs, and to faculty who are not active researchers. Appended are preliminary considerations of research issues in educational administrator preparation, a figure of research elements, and a figure of the "5 Strands" preparation program. (19 references) (SI)

ED 325 967 EA 022 468

Lovick, Sharon R.; Stern, Renee Freedman
Center for Public Options, Houston, TX. Support Center for School-Based Clinics.

School-Based Clinics 1988 Update: A Closer Look at the Numbers.

PUB DATE- 89
NOTE- 25p.; For related documents, see EA 022 467-469.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Budgets; *Clinics; Elementary Secondary Education; Financial Support; Health Facilities; Legal Problems; *School Health Services; State Legislation
IDENTIFIERS- *School Based Clinics

Descriptive and statistical information on school-based clinics are provided. A mailed survey to 68 programs operating 120 school based clinics yielded responses from 46 programs representing 79 clinics, a 69 percent response rate. Data were collected on patterns of student use, student demographics, services, finances, legal issues, policy initiatives, and legislative activities. The '68 operational programs in 30 states are listed. Two descriptive tables and three figures are included. (LMI)

ED 325 984 EC 230 866

Moteki, Winona F.
Helping Moderately and Severely Mentally Retarded Adults Participate in Competitive Employment Situations.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adults; Employment Programs; •Job Placement; Job Skills; •Job Training; •Moderate Mental Retardation; •Severe Mental Retardation; Skill Development; •Supported Employment

Traditional employment often excludes those individuals with severe and moderate mental retardation. This paper describes three strategies that can be used by employment specialists and one strategy that can be used by job coaches in obtaining and maintaining employment for mentally retarded adults, using the supported competitive employment model. Each strategy includes a rationale and is illustrated with an example. Strategies include the following: (1) determine if there are obstacles/barriers in the way of the mentally retarded worker finding employment; (2) determine the abilities of the mentally retarded worker and match these with an appropriate job; (3) locate cooperative employers, address their fears and concerns, and highlight the successes of mentally retarded workers; and (4) determine the amount of intervention time and follow-along services required by the mentally retarded worker. Includes eight references. (JDD)

ED 326 015 EC 232 619

Wright, Eleanor B., Comp.
Certification in Mental Retardation: Guidelines and Competencies for Program Approval.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Jun 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Teacher Education; Doctoral Programs; Elementary Secondary Education; Higher Education; *Mental Retardation; *Preservice Teacher Education; *State Standards; Teacher Attitudes; *Teacher Certification; Teacher Qualifications; Teaching Methods; Values
IDENTIFIERS- *North Carolina

Guidelines and competencies for the preparation of teachers in the area of mental retardation are presented by a task force appointed by the North Carolina Superintendent of Public Instruction. The task force based its work on existing state guidelines, standards for the preparation of professional personnel available through the National Council for the Accreditation of Teacher Education and the Council for Exceptional Children, relevant professional literature, and personal experiences. The document covers initial certification guidelines and competencies, guidelines and competencies for advanced certification, endorsement in mental retardation, and sixth year and doctoral programs. The competencies focus on content and knowledge, techniques of teaching, and professional attitudes and values. (JDD)

ED 326 030 EC 232 644

Illinois State Office of the Secretary of State, Springfield.
Pedestrian Safety Training Curriculum for Persons with Developmental Disabilities.
PUB DATE- Aug 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; Curriculum; *Daily Living Skills; *Developmental Disabilities; Individualized Instruction; Pedestrian Traffic; Personal Autonomy; *Physical Mobility; *Safety Education; Teaching Methods; *Travel Training

This manual provides a suggested curriculum, intended for use in the natural environment, for individualized instruction on street travel skills for adults with developmental disabilities. Suggestions are given for instruction in home or classroom; the community; vocational settings; recreational settings; and special pedestrian situations (for instance, those that involve electronic, swinging, sliding, and revolving doors.) The manual covers how to deal with men's/women's rest rooms, proper clothing, emergency vehicles, getting lost, and walking on roadways. It also discusses sidewalks, street crossings, alleys and driveways, parking lots, parks, signs, doors and elevators, providing instructional suggestions for each situation and suggestions for judging skill mastery. The manual concludes with a list of 16 organizations from which resources may be obtained, giving names, addresses, and materials available. (Nine references) (BRM)

ED 325 616　　　CE 054 047

Toney, Michael R.
Learning Analysis in ISD: Implications for Designing Curriculum.
PUB DATE- 4 Dec 89
NOTE- 31p.; Paper presnted at the Annual Convention of the American Vocational Association (Orlando, FL, December 4, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Design; *Instructional Development; Instructional Systems; *Learning Strategies; *Task Analysis; *Training Methods; *Training Objectives
IDENTIFIERS- Briggs (L); Gagne (Robert M); *Instructional Systems Development

This document describes an instructional analysis technique believed to be an expedient and effective alternative to the Gagne-Briggs model because, among other reasons, it is easier to teach to novice trainers. The technique is in use in the U.S. Marine Corps. The document consists of the following: an overview of the different kinds of analysis performed in instructional systems design from the analysis phase through the design phase where learning analysis occurs; a brief discussion of the Gagne-Briggs model; a discussion of the process and products of the more simple analysis recommended; and an appendix. The appendix contains a sample learning objective worksheet and two completed learning objective worksheets which demonstrate a learning analysis. (CML)

Stansfield, Charles W.
IDEA Oral Language Proficiency Test (IPT II).
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Classification; *English (Second Language); Language Proficiency; *Language Tests; Listening Comprehension; *Oral Language; Screening Tests; Secondary Education; Speech Skills; *Test Format; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *IDEA Oral Language Proficiency Test

The IDEA Oral Language Proficiency Test (IPT II), an individually-administered measure of speaking and listening proficiency in English as a Second Language designed for secondary school students, is described and discussed. The test consists of 91 items and requires 5-25 minutes to administer. Raw scores are converted to one of seven proficiency level scores, which are in turn used to classify the student as non-English-speaking (NES), limited-English-speaking (LES), and fluent-English-speaking (FES). The test's format and evolution are outlined in the context of the overall IDEA Oral Language Proficiency Test series. Construction, pilot testing, materials, items, and administration procedures are included in the discussion. A section on the practical applications of the test examines its use: (1) as a pre- and post-test; (2) as a measure of language dominance when used in conjunction with the Spanish version; and (3) for diagnosis of student strengths and weaknesses. Finally, studies of the test's validity and reliability as originally reportd in a professional manual are discussed, and it is concluded that the test scored high on both measures, and that the only significant weakness was the unclear manner in which the studies were reported. (MSE)

ED 325 633 CE 056 136

Holmberg, Borje
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur
Fernstudienforschung Arbeitsbereich.

Perspectives of Research on Distance Education. 2nd Updated and Expanded Edition.

PUB DATE- Jun 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adult Education; *Curriculum Development; *Distance Education; Educational Administration; Educational History; *Educational Research; Educational Theories; Foreign Countries; Research Methodology; *Student Characteristics; *Teacher Student Relationship

This paper is an updated overview of distance education research and a survey of some important trends in the history of this research. It examines first the concept of distance education and the types of data available about students of distance education. Studies that have researched reasons for the choice of distance study are highlighted. Research on student types that best suit distance education is also reviewed. The next section focuses on the thorough research into the two constituent elements of teaching and learning in distance education: the presentation of learning matter in preproduced courses and the communication between the supporting organization (its tutors and/or counselors) and its students. A brief overview of research on the administration of distance education considers various forms of organization. Studies of supervised distance education are addressed as a special application. Other research areas touched upon include course and systems evaluation, theoretical approaches to distance education, the history of distance education research, and methods applicable to research into distance education. (Twenty-six pages of references are appended.) (YLB)

ED 325 648 CE 056 178

Abrahamsson, Kenneth
Swedish Information Service.
Adult Education in Sweden and the United States. Working Life in Sweden No. 38.
PUB DATE- Jan 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Continuing Education; Corporate Education; Developed Nations; *Educational Philosophy; *Educational Policy; Foreign Countries; *Inservice Education; *Labor Force Development; *Lifelong Learning; On the Job Training; Public Policy
IDENTIFIERS- *Sweden

All young persons in Sweden have to complete 9 years of basic compulsory schooling. More than 95 percent opt for an additional 2 or 3 years of upper secondary school, after which they have free access to further education. The system of adult education is designed to bridge the gaps between generations and to provide opportunities for recurrent, lifelong education. The traditionally strong position of adult education is partly tied to the large number of providers. Formal adult education comprises basic education operated by authorities through government grants and municipal adult education. Popular adult educational activities are studies at folk high schools or under the aegis of adult educational associations. Labor market training takes the form of specially organized vocational training or uses the regular educational system. Personnel education and inservice training are educational activities aimed at employees and organized on the employers' terms and at their expense in companies and national or local authorities. The government has tried to establish the necessary preconditions for adult educational activities, including adult education in all municipalities, educational financing, educational leave, studies as part of the renewal of working life, and adult education as an expression of general welfare policy. (YLB)

ED 325 664 CE 056 238

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Guide to the Administration of Adult Vocational Education. Competency-Based Vocational Education Administrator Module Series.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
PUB DATE- 85
NOTE- 117p.; Samples have shaded backgrounds and may not reproduce clearly. For related documents, see ED 300 593-594.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Learning; Adult Programs; *Adult Vocational Education; *Competency Based Education; *Educational Administration; Educational Planning; Job Training; Learning Activities; Postsecondary Education; Program Design; *Program Development; Program Evaluation; *Program Implementation; Publicity; Public Relations; Secondary Education; Student Recruitment; *Vocational Directors

This guide is designed to help secondary and postsecondary vocational-technical administrators plan, implement, and maintain occupational training programs that would meet the needs of adults. Because the educational market is changing, the educational sector must change accordingly. Chapter I of part 1, which focuses on adult education, attempts to document the impetus and the need for change. Chapter II deals with the concept of lifelong learning. Chapter III makes some generalizations about the learning characteristics of adults. Part 2 focuses on types of programming and services. The eight chapters describe basic skills development/high school equivalency programs; transition centers/reentry programs; educational brokering services/education information centers; credit for "noncredit" experiences; distance education; programs redefining prime time; other support services; and customized training programs. Part 3 focuses on adult vocational program planning. Topics covered in the eight chapters include program design, basis for planning, planning questions, staffing, provisions for quick start and phaseout, promotion and recruitment, program evaluation and accreditation, and putting plans into action. Fourteen samples provide a variety of items: excerpts from a faculty handbook, information about programs, examples of forms, a policy statement, and lists or outlines of: teacher competencies; performance-based teacher education modules; accelerated degree opportunities; and "Education in the Year 2000." Optional activities at the end of several chapters suggest additional reading. (YLB)

ED 325 678 CE 056 259

Slack, Don
Missouri Univ., Columbia. Instructional Materials Lab.

Microprocessor and Computer Systems. Electronics Module 8. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 302p.; For related documents, see ED 315 659-662 and CE 056 256-261.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Computers; *Computer System Design; *Debugging (Computers); *Electronics; Equipment Maintenance; Evaluation; Industrial Arts; Learning Activities; Learning Modules; Microcomputers; Postsecondary Education; Problem Solving; *Programing; Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; Troubleshooting
IDENTIFIERS- Missouri

This module is the eighth of 10 modules in the competency-based electronics series. Introductory materials include a listing of competencies addressed in the module and a cross-reference table of instructional materials. Seven instructional units cover: computer architecture; operating systems; computer programming; microprocessor instructions; computer systems and address decoders; interface and data transfer techniques; and computer troubleshooting. Each unit includes some or all of the following components: performance objectives; information sheets; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Special instructions are included in the notes to the instructor section near the beginning of each unit. (YLB)

Davis, Diane, Ed.
Missouri Univ., Columbia. Instructional Materials Lab.

Criterion-Referenced Test Items for Graphic Arts.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 280p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) m
DESCRIPTORS- Behavioral Objectives; *Competence; *Competency Based Education; *Criterion Referenced Tests; Entry Workers; *Graphic Arts; Job Skills; Layout (Publications); Paper (Material); *Photocomposition; Postsecondary Education; Secondary Education; *Test Items
IDENTIFIERS- Missouri

This test item bank on graphic arts contains test questions based upon competencies found in the Missouri Offset Lithography Competency Profile. Some test items are keyed for multiple competencies. These criterion-referenced test items are designed to work with the Vocational Instructional Management System. The tests cover the following 15 competency areas in graphic arts: processing job orders; preparing customer layouts; typesetting; producing camera-ready copy and mechanicals; exposing with a camera; processing film and printed material; contacting; performing image assembly operation; proofing; making plates; press operation; finishing operations; paper handling; packaging and preparing for mailing; and performing specialty operations. A list of the 20 references used to create the test items is included. (KC)

ED 325 710 CE 056 299

Daniel, Linda; Muench, James F., Ed.
Missouri Univ., Columbia. Instructional Materials Lab.

Auto Body Repair. Supplementary Units. Instructor Key and Student Units.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 90
NOTE- 382p.; For related documents, see ED 300 615 and CE 056 298.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Body Repairers; Classroom Techniques; Course Content; *Entry Workers; *Job Skills; *Learning Activities; Learning Modules; Lesson Plans; Mainstreaming; Motor Vehicles; Occupational Safety and Health; Painting (Industrial Arts); Postsecondary Education; Repair; Safety Education; Secondary Education; Skill Development; *Special Needs Students; State Curriculum Guides; *Teaching Methods; Test Items; Units of Study
IDENTIFIERS- Missouri

These supplementary units are designed to help students with special needs learn and apply auto body repair skills. The material specifically supplements the Auto Body Repair Curriculum Guide (University of Missouri-Columbia 1988), and is intended for instructors serving the occupational needs of various categories of disadvantaged and handicapped students. The instructor key contains notes to the instructor, helpful resources, the Missouri auto body employability competencies matrix for the nine units, a rating sheet, class progress chart, and answer keys for the unit tests. Units contain illustrated step-by-step instructions for the specific auto body repair competencies they address. Each of the nine self-paced and self-contained units contains large print, simplified text, and numerous line drawings to aid in comprehension. Each unit consists of: an introduction; objectives study questions; student assessment; terms and equipment; steps of procedure; skill sheets; activity sheets; and a unit test and performance checklist. Topics covered in the nine units are the following: safety; jacking and lifting; welding; body fillers; surface preparation; sanding; primers and guidecoats; masking; and diagnosing and analyzing damage. (KC)

ED 325 725 CG 022 123

Pastorello, Thomas; And Others

Caregiving, Marriage and Work Related Issues as Differentiated by Gender.

PUB DATE- Nov 89

NOTE- 14p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis MN, November 17-21, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Employed Women; *Employment; *Family Caregivers; Frail Elderly; *Marriage; Parent Child Relationship; *Role Conflict; *Sex Differences; *Social Support Groups; Spouses

A recently published national profile of caregivers of the frail elderly suggests potentially negative consequences of caregiving for work and employment for as many as one-third of the employed caregivers in a large 1983 sample. The study was undertaken to explore a comprehensive set of issues on informal caregiving and to determine the extent to which caregiving by employees has consequences for work and job. A survey instrument adapted from The Travelers Employee Caregiver Survey was completed by 583 employees, 159 of whom identified themselves as caregivers for at least one person age 60 or older. Women are not more likely to be caregivers than men. Of all women in the sample, 28.71% were caregivers and of all men, 27.27%. The findings revealed that only 10% of men surveyed experienced caregiving related problems on the job, compared to 52% of the women. The difference was accounted for in part by men's greater freedom to rearrange their job schedules and reduce work time to render care. Men are more likely than women to give personal care and medication care. Men are almost as likely as women to offer companionship. (NB)

ED 325 741   CG 022 894

Lee, Courtland C.; And Others
Multicultural Concerns.
PUB DATE- 90
NOTE- 41p.; Chapters 10-12 of "Problem Solving Strategies and Interventions for Men in Conflict," (see CG 022 891).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Development; *Asian Americans; *Blacks; Conflict; *Cultural Differences; *Hispanic Americans; *Males

This document consists of part three of a book of readings that examine issues affecting men in the late 20th century. It was written for counselors at all educational levels, social workers, community therapists, private practitioners, clinicians, teachers, hospital workers, and Employee Assistance Program workers. Three chapters are included in this third section, which is on multicultural concerns. "Black Male Development: Counseling the 'Native Son'" (Courtland Lee) takes an incisive look at a program to help young black men develop a sense of identity. It describes specific steps that enable African-American men to explore the thoughts, feelings, and behaviors associated with being black. "Exploring the Macho Mystique: Counseling Latino Men" (Fernando Gutierrez) presents case studies and explores how various issues affect Latino men at different developmental stages in their lives. It also discusses how counselors can assist their clients in this developmental process. "Culture in Transition: Counseling Asian-American Men" (David Sue) focuses on the family structure and values of traditional Asian Americans, counseling approaches based on these values, the impact of differences in acculturation and ethnic identity, and special problems Asian men face. (NB)

ED 325 790 CG 022 948

Kleespies, Phillip M.; And Others

Psychologists-In-Training as Patient Suicide Survivors: A Preliminary Report.

PUB DATE- 14 Aug 90

NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Coping; *Counselor Client Relationship; *Emotional Response; Graduate Students; *Grief; Higher Education; *Patients; *Psychologists; Stress Variables; *Suicide

This study was an investigation of the incidence, impact, and methods of coping with patient suicide during the training years of psychology graduate students. A survey was conducted of 54 interns in Clinical Psychology at the Boston Veterans Administration Hospital from 1983 through 1988. The findings revealed that one in six subjects had experienced a patient suicide during their training years. Eight of the nine trainees who had experienced a patient suicide and 10 former trainees who reported a patient suicide attempt completed two copies of the Impact of Event Scale (IES): one with reference to the 2 weeks following the patient suicide or suicide attempt and a second with reference to the 2 weeks immediately preceding completion of the scale. Trainees who had experienced a patient suicide reported stress levels on the IES equivalent to patient reference samples with bereavement, and higher than professional clinicians with patient suicide. Trainees who experienced a patient suicide attempt also reported initially feeling high levels of stress. No significant difference was found on the IES ratings between the Patient Suicide Group and the Patient Suicide Attempt Group. Most frequently, trainees turned to supervisors for support and formulation of the suicide. Preparatory efforts via suicide education were found to be minimal and inadequate. (Author/NB)

LaGrandeur, Kevin
The "I-Thou" Relationship, and the Montaignian "Essai": Toward a Multicultural Rhetoric.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cultural Pluralism; Discourse Modes; *Essays; Higher Education; Rhetorical Invention; Teacher Student Relationship; *Writing Evaluation; Writing Instruction
IDENTIFIERS- *Author Text Relationship; Montaigne (Michel Eyquem de); *Voice (Rhetoric); Writing Style

Composition teachers need to pluralize their notions of what constitutes viable discourse to enrich their own rhetoric and to "listen" more effectively to students' writing, so that their notions of written discourse may come to reflect the rainbow of international influences that exist in the United States. A good first step would be to move beyond the causal, deterministic framework within which composition teachers now view student essay writing toward an "I-Thou" relationship where the student is encountered in the full freedom of her or his otherness. Instead of gazing at student discourse, seeing it as a product to be weighed, marked for what separates it from an ideal concept of "the Paper," and kept or thrown overboard, would it not be more profitable to keep the focus on the student paper-as-Thou--as the expressive extension of the self that Michel de Montaigne's model implies it is? (RS)

ED 325 871 CS 507 294

Cox, E. Sam
A Circular Evolution of Perspectives regarding Ethical Communication?
PUB DATE- 3 Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; *Greek Civilization; Higher Education; *Moral Development; *Rhetoric; *Speech Communication
IDENTIFIERS- *Aristotle; *Ethical Communication; Philosophical Influences

The contemporary view of ethical communication has come full circle, returning to the approach of Aristotle. Almost every public speaking textbook includes discussion of the basic concepts of what Aristotle called ethos, pathos, and logos. Of particular significance is Aristotle's conception of ethos, as elaborated in his work, "The Rhetoric." Ethos was understood by Aristotle as being composed of sincerity/trustworthiness, expertise/knowledge, identification/empathy, and charisma/power. Aristotle's notion of "prohairesis," translated by Charles Chamberlain as "commitment," is important to the analysis of what constitutes an ethical advocate. Many modern theorists agree with Aristotle that the fundamental basis of any communication ethic must be the advocate's ongoing commitment to messages whose outcome the person can affect. Like Aristotle, many of today's scholars believe that an individual's ethical system, at its highest level of development, is based upon internalized convictions rather than external consequences. (Eighteen references are attached.) (SG)

ED 325 887 CS 507 328

Feeser, Teresa; Thompson, Teresa L.

A Test of a Method of Increasing Patient Question Asking in Physician-Patient Interactions.

PUB DATE- Nov 90

NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Medical Care Evaluation; Medical Evaluation; *Physician Patient Relationship; *Questioning Techniques

IDENTIFIERS- Communication Strategies; *Health Communication; Health Information; Question Answering

A study examined the effectiveness of a method designed to increase active patient involvement in the health care context. Subjects, 38 patients visiting a three-physician dermatology practice one randomly selected morning, were asked to fill out a survey at the end of their visit. Half of the subjects were asked to read a "communication memo" prior to their meetings with their physicians, the other half were not. Results indicated that patients who read the memo encouraging questions were more at ease with their physicians, reported asking more questions, felt their physicians understood them more, and showed more of a decrease in concern about their health problems than did the control group. Results also indicated a positive correlation between the number of questions asked and perceived physician understanding. (Two tables of data are included; 28 references, the communication memo, and the survey are attached.) (RS)

ED 325 918 EA 022 387

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 3860, the Regulatory Impact on Student Excellence Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 30 Jan 90

NOTE- 81p.; Serial No. 101-79.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; Hearings; *Noninstructional Responsibility; *Resource Allocation; State Action; Surveys; Teacher Response

IDENTIFIERS- Congress 101st

Testimony concerning the proposed Regulatory Impact on Student Excellence Act (RISE), a bill to assist schools in improving student performance, is reported. The text of the bill is given in full. It begins with Congress's finding that: (1) public school teachers are currently spending more time on regulatory paperwork; (2) many teachers have noted a decrease in available fiscal resources for education since 1980; (3) state-by-state data are lacking regarding compliance effects; and (4) student achievement would be improved if teachers had more time to teach and local education agencies had more resources to direct into the classroom. The purpose of the act is stated next; it is to require the Secretary of Education to assess the states and identify the new legal, regulatory, and organizational requirements affecting each state's educational practices so that informed decisions may be made regarding regulatory requirements detracting from student achievement. Also explained are specific issues for analysis and specifications for preparing a report to Congress. Positive testimony for the bill was given by representatives of the National School Boards Association, the American Association of School Administrators, the National Education Association, and the National Governors' Association. The speaker for the last group expressed the hope that the federal survey be coordinated with the Governors' own ongoing survey on school restructuring. (MLH)

ED 325 933 EA 022 420

First, Patricia F.
Maine Univ., Orono. Coll. of Education.; Penquis Superintendents' Association Research Cooperative, ME.

Educational Choice: Practical Policy Questions. Occasional Paper Series No. 7.

PUB DATE- Aug 90
NOTE- 20p.; Developed with the support of the Penquis Superintendents' Association Research Cooperative.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Costs; *Definitions; *Educational Finance; Elementary Secondary Education; *Financial Policy; Financial Problems; Magnet Schools; Nontraditional Education; *Open Enrollment; Postsecondary Education; *School Choice
IDENTIFIERS- Maine; Minnesota; *Teacher Initiated Schools

The consideration of school choice plans raises policy questions for school administrators. This paper addresses pragmatic concerns about definitions and policy questions related to educational finance. Interdistrict choice, emphasizing families' right to choose among existing public schools, raises questions regarding transportation and facilities planning responsibilities, Chapter 1 funding, and information distribution costs. Second-chance programs, which extend interdistrict choice and postsecondary options to at-risk youth through alternative programs, can face the same financial problems as interdistrict plans where inequities already exist or where the state share of per pupil expenditure is low. "Hard" state funding should support alternative schools and their staff development and training costs. Controlled choice plans, requiring all families to choose a school within the district, do not involve funding transfers between districts or systems, but may require the reallocation of funding between schools. Extra costs include transportation, parent information, planning, technical assistance, and staff development. Intradistrict choice plans based on teacher-initiated schools have high startup costs and raise administrative control questions. Magnet schools, aiming at school improvement through special resources, require additional costs for transportation, improved facilities, special programs, and additional staff and staff development. Finally, postsecondary options for upper division high school students raise equity and equal access concerns. (11 references) (MLH)

ED 325 950 EA 022 438

Center To Prevent Handgun Violence, Washington, DC.
Caught in the Crossfire: A Report on Gun Violence in Our Nation's Schools.
PUB DATE- Sep 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Homicide; Juvenile Gangs; *Public Schools; *School Safety; *Victims of Crime; *Violence
IDENTIFIERS- *Firearms

Based on news stories from U.S. newspapers, this report examines the prevalence of gun violence in American schools. During the past 4 years, beginning with September 1986, at least 71 people (65 students and 6 employees) have been killed with guns at school. Another 201 were severely wounded, and 242 individuals were held hostage at gunpoint. During this same period, shootings or hostage situations have occurred in at least 35 states and the District of Columbia. Males are most frequently offenders (93 percent) as well as victims (76 percent). School children aged 14-17 are most at risk of gun violence in school, which occurs most often in hallways (25 percent) and in classrooms (19 percent). Gang or drug disputes were the leading cause of school gun violence (18 percent). Longstanding arguments (15 percent), romantic disagreements (12 percent), fights over material possessions (10 percent), and accidents (13 percent) are also common. Handguns are the overwhelming choice of firearm for those who committed gun violence in schools. Gun confiscation figures are also increasing yearly in schools across the U.S. With an estimated 400,000 boys carrying handguns to school yearly, there is a tremendous potential for even greater rates of death, injury, and violence. (MLH)

ED 325 985 EC 232 488

Maguire, Thomas O.
Gifted Education in the Calgary Public Schools.
PUB DATE- Apr 89
NOTE- 83p.; A report presented to the Calgary Board of Education.
Pages 52-55 will not reproduce clearly due to light, handwritten comments.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; *Academic Achievement; Educational Change; *Educational Philosophy; *Educational Practices; Foreign Countries; *Gifted; Intermediate Grades; Junior High Schools; Mainstreaming; Parent Attitudes; *Program Implementation; Special Classes; Student Characteristics; Student Placement; Teacher Attitudes
IDENTIFIERS- *Alberta (Calgary)

This report describes the education of gifted and talented students in the Calgary (Alberta, Canada) Public Schools based on achievement information, classroom observation, and a survey of parents and teachers. Chapter 1 introduces the report, outlining recent changes in the gifted education program, controversy over the development of gifted education programs, and the socially constructed nature of giftedness. Chapter 2 deals with performance of gifted students in grades 5, 6, 8, and 9. Strong performances were exhibited in writing, while performance was not as impressive in the arithmetic domain. Students appeared to value intellectual effort and resisted the pull toward academic mediocrity. Chapter 3 presents the results of a survey of 202 parents, 107 teachers, and 26 people who were both parents and teachers. The survey identified respondents' views on issues in gifted education, characteristics of gifted students, and quality of gifted programs. Chapter 4 reports on visits to GATE (Gifted and Talented Education) classes in both congregated and integrated settings. Discussion of the school visits is organized around the topics of leadership and school philosophy, student activities and behavior, programming, selection and monitoring, and the importance of the arts. A concluding chapter makes overall observations and suggestions. Appendices contain example assessment tasks and scoring keys, summary statistics, and a copy of the survey questionnaire. (JDD)

ED 326 000 EC 232 603

Price, Lynda
Self-Esteem Levels of Learning Disabled Adolescents and Adults.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Education Work Relationship; High Schools; Intervention; *Learning Disabilities; Postsecondary Education; *Self Concept; *Self Esteem; Self Evaluation (Individuals); Student Characteristics; Test Validity; Transitional Programs
IDENTIFIERS- *Janis Field Feelings of Inadequacy Scale; LD Transition Project

The paper reports on a study of the self-concepts of 56 high school juniors and seniors with learning disabilities by means of analysis of empirical data and staff observations. Subjects were participants in the Learning Disability (LD) Transition Project (Minneapolis, Minnesota). Project goals included improving self-concept scores of students with low scores, exposing students with unrealistically high views of their abilities to others with a broader range of skills and abilities, and evaluating these interventions. Subjects were given the Janis-Field Feelings of Inadequacy Scale and the Rosenberg Scale. Pre-scores indicated that although a few students had very low or very high mean scores, the majority of participants scored in the average range of self-esteem. Intermediate and post-participation scores found little effect of either the intervention or of transition into postsecondary settings, employment, or the military. Subjects appeared to have similar levels of self-esteem than non-learning disabled students. An additional finding was that the Janis-Field scale appears valid when correlated with the Rosenberg measure. Limitations of the study such as teacher selection for the project of their "best" LD students are noted. Thirty-one references are listed. (DB)

ED 326 016 EC 232 620

Lauritzen, Paul; Friedman, Stephen
Wisconsin Univ., Whitewater. Dept. of Special Education.
CSPD Technical Manual: Procedures for Comprehensive Assessment of Educational Personnel Supply/Demand. 1990 Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 90
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Beginning Teachers; *Data Collection; *Disabilities; Educational Legislation; Elementary Secondary Education; Employment Opportunities; Employment Patterns; Faculty Mobility; Federal Legislation; Inservice Teacher Education; *Models; Needs Assessment; *Personnel Needs; Postsecondary Education; *Predictive Measurement; Special Education Teachers; Staff Development; State Programs; Teacher Employment; *Teacher Supply and Demand
IDENTIFIERS- Education for All Handicapped Children Act

This manual presents procedures for collecting data to project personnel needs in the field of special education, addressing in part the Comprehensive System of Personnel Development requirements of Public Law 94-142. Implementation of the procedures identifies: areas of education that show need for additional teachers as well as areas of surplus; ages at which teacher attrition is most likely to occur and the rate of teachers attrition in different teaching fields; employment opportunities for newly trained teachers; the pool of newly prepared teachers available for positions; the efficacy of employing teachers who are not fully certified; the differences between rural and urban education services; the need for and availability of teachers with minority backgrounds; a profile of the sources of all newly hired teachers in the state; the age, gender, and educational level of all newly hired teachers; and information for assessing the reserve pool of teachers available to fill existing vacancies. The majority of the data required can, in most cases, be generated from the state education agency's computerized database. The manual provides a rationale for use of the model, guidelines on application of the personnel assessment procedures, and guidelines on assessment of inservice needs. (12 references) (JDD)

ED 326 031 EC 232 646

Haile, Penelope J.
What the Research Says about Computer-Based Instruction for America's Culturally and Linguistically Diverse Students.
PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Conference of the Joint Center for Communication, Learning and Technology (2nd, New Orleans, LA, March 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer Software Development; Critical Thinking; *Cultural Differences; Elementary Secondary Education; Enrichment Activities; *Instructional Effectiveness; *Language Handicaps; *Teacher Role; Teaching Methods

This review of the literature on computer-based instruction for culturally and linguistically diverse students focuses on: (1) effectiveness of computer-assisted instruction; (2) its use in enhancement of traditional education; (3) its use as an expansion tool for critical thinking; and (4) the role of the teacher. The review concludes that the computer can be effectively used for instruction in a wide variety of ways, ranging from drill and practice for mastery of basic skills to interactive, multimedia simulations for exploring sophisticated concepts. Three suggestions are made on how to gain the maximum advantage from the computer's potential: teachers need to assume more direct responsibility for developing implementation strategies sensitive to the particulars of their classroom cultures; research regarding the implementation of computer-based education needs to move ahead rapidly; and software developers must use state-of-the art theories to create computer-based instructional programs sensitive to the wide range of needs and abilities of America's students. (38 references) (JDD)

ED 325 838 CS 010 328

Balajthy, Ernest; Weisberg, Renee
Effects of Reading Ability, Prior Knowledge, Topic Interest, and Locus of Control on At-Risk College Students' Use of Graphic Organizers and Summarizing.
PUB DATE- Dec 90
NOTE- 33p.; Paper presented at the Annual Meeting of the National Reading Conference (Miami, FL, December 27-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Higher Education; *High Risk Students; Instructional Effectiveness; *Learning Strategies; Locus of Control; Prior Learning; Reading Comprehension; Reading Research; *Text Structure
IDENTIFIERS- *Graphic Organizers; *Summarization

A study investigated the influence of key factors (general comprehension ability, prior knowledge of passage topic, interest in passage topic, and locus of control) on training at-risk college students in the use of graphic organizers as a cognitive learning strategy. Subjects, 60 college freshmen required to take a developmental reading/study skills course, were tested for prior knowledge on several topics, given an interest rating questionnaire and randomly assigned to an experimental or control group. Subjects assigned to the experimental group were trained to read passages consisting of scientific expository text with a comparison-contrast internal organization; annotate the passages and identify and organize comparison/contrast information; use telegraphic writing to complete a graphic organizer; and incorporate the comparisons and contrasts into a summary statement. The control group carried out several comprehension development activities that did not deal with text structures. Posttests for both groups consisted of reading a scientific passage, annotating it, completing a graphic organizer of the passage, and completing an immediate retention multiple choice test. Results indicated that: (1) training in recognition of expository text structure was successful in improving students' ability as measured by the graphic organizer task; (2) improvement due to training was found only for the poorer readers; and (3) instruction did little to improve students' summarizing scores or passage comprehension. Findings suggest that in-depth training in graphic organizers may be superfluous for the average college student. (Two tables and 4 figures of data are included; 21 references, the posttest passage, and a sample student graphic organizer are attached.) (RS)

ED 325 968 EA 022 469

Hyche-Williams, H. Jean; Waszak, Cynthia
Center for Public Options, Houston, TX. Support Center for School-Based Clinics.
School-Based Clinics: Update 1990.
PUB DATE- 90
NOTE- 19p.; For related documents, see EA 022 467-468.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Budgets; *Clinics; Elementary Secondary Education; Financial Support; Health Facilities; Health Programs; *School Health Services
IDENTIFIERS- *School Based Clinics

A profile of school-based clinics is included in this report. A mailed survey to 153 school-based clinics and their administrators yielded a 62 percent response rate (for 95 surveys returned). Information about populations served, services provided, staff, use patterns, financial support, and policy initiatives is presented. Eight statistical tables are included. (LMI)

ED 325 757 CG 022 910

Henry, Carolyn S.; Peterson, Gary W.
Parental Qualities as Predictors of Adolescent Conformity: Perceptions from Adolescents, Mothers, and Fathers.
PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Conformity; *Father Attitudes; High Schools; High School Students; *Mother Attitudes; *Parent Child Relationship; *Student Attitudes

The purpose of this study was to examine how adolescent and parental perceptions of selected parental qualities predicted adolescent conformity to parental expectations, using symbolic interaction as a conceptual foundation. Self-report questionnaire data were collected from a sample of 326 families with adolescents. Four separate multiple regression analyses were used to examine adolescent and parental perceptions of adolescent conformity to fathers and mothers. Each of the four regression models explained significant amounts of variance in perceptions of adolescent conformity. Results indicated that several dimensions of adolescent perceptions of parental power and behaviors predicted adolescents' reports of conformity to their parents. In contrast, parental reports of their own conformity yielded a significant beta for only one relationship, mothers' reports of positive induction as a predictor of mothers' reports of adolescent conformity. A major conclusion drawn from these findings was that adolescent perceptions of parental power and behaviors may serve as better predictors of adolescent conformity than parental perceptions. Further, the need to examine multiple perceptions in parent-adolescent relations within the symbolic interactionist framework was supported. (Author)

ED 325 774 CG 022 928

D'Onofrio, Jan; Klesse, Ed
National Association of Secondary School Principals, Reston, VA.
Div. of Student Activities.

Adolescent Stress.

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) o
DESCRIPTORS- *Adolescents; Coping; Counseling Services; Elementary School Students; Elementary Secondary Education; *Individual Development; *School Counseling; School Counselors; Secondary School Students; Stress Management; *Stress Variables

The objective of this monograph on adolescent stress is to make advisers more aware of what teenagers are experiencing. The focus is on individuals from the ages of 10 to 18 and the special types of stress that occur to them. The first chapter discusses recognizing and understanding stress. Physical, psychological, and social effects of stress are described. The second chapter discusses the particular stressors for teenagers, noting that the period of early adolescence is a stressful state in the life cycle. A list of events ranked as most stressful by adolescents is included. Coping strategies are discussed in the third chapter. Stressors and strains are defined. Physical exercise, proper diet, relaxation and meditation, conversation, and goal setting are described as skills for stress reduction. The relationship of resources to stress is discussed in chapter four. Twenty-six tips for advisers and school staff on dealing with stress are listed. These range from not expecting too much from one's students to supporting positive peer relationships through team building activities. A 12-item bibliography is included. (ABL)

ED 325 822 CS 010 309

Twyford, C. W., Ed.; And Others
Indiana Univ., Bloomington. School of Education.
Reading English as a Second Language: Moving from Theory. Monographs in Teaching and Learning Number 4.
PUB DATE- Mar 81
NOTE- 95p.; For monographs 1 and 3-5, see CS 010 307-310; for monograph 2, see ED 189 590; for monograph 6, see ED 323 564.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Higher Education; Instructional Improvement; Miscue Analysis; *Reading Processes; Reading Research; *Second Language Instruction; *Second Language Learning; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Reading Uses

Because application of reading research and theory development to the English as a second language (ESL) classroom has not always been forthcoming, this monograph is aimed at helping teachers develop better, sounder reading instruction in the ESL classroom through a better understanding of the reading processes, of the factors that affect reading development, and of the implications of recent research. Papers in this monograph include "Psycholinguistic Theories and ESL Reading" (Michael P. Grove); "Language-Based Reading Theories, English Orthography, and ESL Pedagogy" (Barbara Dogger); "Cultural Knowledge and Reading: Interference or Facilitation" (Margaret S. Steffensen and Chitra Joag-dev); "The Application of Reading Miscue Analysis to Diagnosis of English as a Second Language Learners' Reading Skills" (Ulla Connor); "Alice through the Looking Glass: Reading in Another Language" (Marian Tyacke); "Theoretically Based Second Language Reading Strategies" (Louise Renault); and "Beginning to Read in English the LEA Way" (Pat Rigg). (RS)

ED 325 903 EA 021 790

Playko, Marsha A.; Daresh, John C.
Resource Guide for First Year Administrators in Ohio.
PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Antonio, TX, March 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Change Strategies; Elementary Secondary Education; *Management Development; *Mentors; *Program Implementation; *Staff Orientation
IDENTIFIERS- *Ohio

In 1987, the Ohio Department of Education enacted a new policy requiring all school districts to plan and implement programs designed to provide support to newly hired professional educators. The mandate's intent was to ensure that inexperienced teachers, counselors, social workers, psychologists, supervisors, or administrators hired to work in Ohio school districts would have access to conditions creating a supportive environment for succeeding at their new jobs. This paper discusses the support systems available to supervisors, vocational education directors, and administrators. The Entry Year Standard also requires the designation of experienced school administrators to serve as career guides or mentors for beginning administrators. Two primary issues underlie this standard's enactment: (1) a perceived need for new administrators to enter the field; and (2) recognition that many realities facing new administrators must be learned on the job. A primary task of the Ohio LEAD (Leadership in Educational Administration Development) Center is to develop implementation strategies for local school systems. The LEAD Center's work on the Entry Year Standard has revolved around two tasks: developing a "Resource Guide" to help program implementors and providing training concerning the mentoring concept. A brief overview of resource guide contents is provided. An appendix presents the Ohio Entry Year Standard. (MLH)

ED 325 617 CE 054 370

Omega Group, Inc., Haverford, PA.
Literacy in the Workplace: The Executive Perspective. A Qualitative Research Study.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Corporate Education; Corporate Support; *Employer Attitudes; *Illiteracy; Interviews; Job Skills; *Literacy Education; School Business Relationship
IDENTIFIERS- *Workplace Literacy

Twenty-eight in-depth interviews were conducted with top executives in Philadelphia to discover issues and concerns about committing organizational resources over time to workplace literacy programs. Participants represented major organizations and institutions, both manufacturing and service. The executives reported that the manifestations of illiteracy in relationship to the organization are initially subtle--an increasing difficulty in hiring qualified employees, salaries for entry-level jobs escalating, or the need to restructure and downgrade job descriptions. Respondents cited schools and government as primarily responsible for producing literate students. However, difficult family situations, drugs, divorce, poverty and other factors were often cited as mitigating circumstances. Solutions to the problem of maintaining a qualified work force were designed as a correlate of the context in which the worker is held. Those who considered the worker as a resource for the organization implemented work skills training programs designed to train the workers for the task at hand and for promotion. Those who considered that training programs should support workers in the broader context of their ability to function in the community had an expanded view that included work skills literacy and personal literacy. Executives recommended that literacy be positioned as everybody's problem and that businesses be educated in ways in which they can contribute and become involved. (YLB)

ED 325 695 CE 056 280

Hawk, Sam; Brunk, Art
Missouri Univ., Columbia. Instructional Materials Lab.

Carpentry and Finishing Procedures. Building Maintenance. Module II. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Mar 90
NOTE- 364p.; For related modules, see ED 316 671 and CE 056 281-284.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Buildings; Building Trades; *Carpentry; Competency Based Education; *Finishing; Job Skills; Learning Activities; *Maintenance; Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This curriculum guide, keyed to the building maintenance competency profile developed by industry and education professionals, provides three units on carpentry and finishing procedures. The first unit, Exterior Carpentry, contains the following lessons: carpentry safety procedures, ladder and scaffolding safety, door installation/repair, door-operating hardware, window installation/repair, window cleaning, exterior siding, repairing exterior trim, repairing roof flashing, repair/replace roof shingles, replacing downspouts and guttering, and installing weatherproofing. Unit 2, Interior Carpentry, covers the following topics: interior finishing, repair/replace interior wall paneling, floor covering, ceiling systems, insulation, interior finishing, install or replace ceramic tile, wall framing, and clean and finish floors and walls. Unit 3, Finishing Procedures, includes four lessons: safety; prepare surface for finish; select correct finishing materials; and prepare, apply, and store finishing materials. Each lesson includes some or all of the following color-coded components: performance objectives, information sheets, transparency masters, handouts, assignment sheets, job sheets, lesson tests, and answer key. (YLB)

ED 325 806 CS 010 293

Beverstock, Caroline

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.

Your Child's Vision Is Important.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 91

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)

DESCRIPTORS- *Children; Elementary Secondary Education; Parent Student Relationship; Reading Difficulties; *Vision; *Vision Tests

Part of a series of booklets designed to provide practical ideas parents can use to help their children become readers, this booklet focuses on children's eyesight. The booklet's seven sections are as follows: (1) How Does Vision Affect Children's Progress in School? (2) What Kinds of Problems Affect These Demands for Vision? (3) How Can I Spot Vision Problems? (4) Doesn't the School Screen for Vision Problems? (5) What Do I Do If I Suspect a Problem? (6) What Should I Do Once a Problem Is Diagnosed? and (7) Conclusion. The booklet concludes with short lists of recommended reading for parents and for children, and a list of resources from the International Reading Association for parents. (SR)

ED 325 888 CS 507 329

Dorr, Aimee; And Others

Age and Content Influences on Children's Perceptions of the Realism of Television Families: A Replication and Extension.

PUB DATE- Jun 90

NOTE- 47p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Response; *Childhood Attitudes; Children; Content Analysis; *Family (Sociological Unit); Family Structure; Grade 2; Grade 6; Grade 10; Models; Programing (Broadcast); Television Research; *Television Viewing; *Visual Literacy

IDENTIFIERS- *Perceived Reality; *Social Reality

A previous study of the perceived social realism of television series featuring families was both replicated and extended with a sample of 1692 second, sixth, and tenth graders in 42 schools in southern California. The "Viewing Frequency" instrument and the "Realism" instrument took children 10-15 minutes to complete. Content characteristics were again shown to influence perceived realism by themselves and in interaction with age. Developmental decreases were more likely for more not less realistic content and for more not less general content. A model for developmental patterns in the perceived realism of different types of content was elaborated, and predictors of the television family's general realism were assessed. Findings suggest that children do not generalize much about television reality and do not generalize consistently. (Five tables of data and three figures are included; 48 references are attached.) (Author/MG)

ED 325 969 EA 022 471

Crossley, Kathy, Comp.

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Excellence in Education: Blue Ribbon Schools Program. Schools Recognized 1982-83 through 1989-90.

PUB DATE- Sep 90

NOTE- 52p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Awards; Educational Quality; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; Program Effectiveness; *Recognition (Achievement); School Effectiveness

IDENTIFIERS- *Elementary School Recognition Program; *Secondary School Recognition Program

Effective public and private schools selected for recognition by the Secondary School Recognition Program and the Elementary School Recognition Program for 1982-1983 through 1989-1990 are listed in this brochure. Criteria for selection are concerned with organization, leadership, curriculum, instruction, student achievement, character development, school climate, community involvement, initiatives for educational quality, and philosophy and goals. Individual schools are listed by state and year of participation. (LMI)

ED 326 049 FL 018 967

California State Dept. of Education, Sacramento. Bilingual Education Office.

Bilingual Education Handbook: Designing Instruction for LEP Students.

PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Bilingual Education Programs; Check Lists; *Core Curriculum; Course Content; Elementary Secondary Education; Instructional Materials; *Limited English Speaking; Parent Participation; *Program Design; Program Development; Program Evaluation; *Transitional Programs
IDENTIFIERS- *California; Content Area Teaching

This handbook, designed for classroom teachers, administrators, and parents of limited-English-proficient (LEP) children, describes aspects of successful bilingual education program design. In general, the handbook's focus is on school settings with large numbers of LEP students. Chapter 1 reviews research findings on effective program design and provides illustrations from California schools which use content-based curriculum in the home language. The second chapter examines bilingual program content by subject area, and describes how the requirements of the core curriculum interact with the special needs of the LEP student. Chapter 3 details one possible organizing scheme for large-scale bilingual programs, i.e., the transitional bilingual education program, and focuses on key questions in classroom-level planning. In the fourth chapter, essential elements for effective program support are discussed, including a staff of trained professionals who believe in and act on the assumption that every student can do well in school, and appropriate instructional materials, parental involvement, and periodic program evaluation. The final chapter reviews the key elements of program design and provides a checklist for planners. (MSE)

ED 325 634 CE 056 140

Douglass, Rebecca S.

Services Provided to JTPA by National and State Level Vocational and Technical Educational Curriculum Centers. Study Report.

PUB DATE- Jul 90

NOTE- 13p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Cooperative Programs; Curriculum Development; Education Service Centers; *Employment Programs; *Federal Programs; *Institutional Cooperation; *Job Training; Postsecondary Education; Program Implementation; *Program Improvement

IDENTIFIERS- *Job Training Partnership Act 1982

A national network of six regional curriculum centers and at least 40 state-level curriculum materials centers are designed to identify and provide job training materials. These centers are supported with funds from federal and state legislation for vocational and technical education. The extent to which services of these centers are currently being provided to Job Training Partnership Act (JTPA) programs was the focus of a survey conducted in April 1990. The survey was sent to 47 curriculum centers, with a response rate of 70 percent (33). Of those responding, 79 percent (26) reported that their services were offered to and being used by JTPA agencies and contractors. Types of service being provided included, in order of frequency, free loan materials (85 percent); technical assistance in locating materials for purchase, development, and use (65 percent); use of database (65 percent); telephone consultation (58 percent); workshops and displays at JTPA-related conferences (42 percent); and other services (27 percent), including purchase of texts/videos to meet JTPA needs, sales, and assistance in proposal writing. Types of resources requested most frequently by JTPA included job-specific curriculum guides, basic skills materials, and task lists. Services are being provided by 89 percent of the responding centers without benefit of a formal agreement, and funding by JTPA for services was found in only five instances. The study recommended that formal agreements should be made between JTPA agencies and curriculum centers for service and materials. (KC)

ED 325 649 CE 056 181

Swedish Inst., Stockholm.
Adult Education in Sweden. Fact Sheets on Sweden.
PUB DATE- Apr 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Continuing Education; Corporate Education; Developed Nations; Federal Aid; Foreign Countries; *Inservice Education; *Labor Force Development; *Lifelong Learning; On the Job Training
IDENTIFIERS- *Sweden

About 50 percent of Sweden's adult population pursues studies in one form or another. A specifically Scandinavian form of adult education is the folk high school. The largest number of adult learners attend the study circles organized by the local branches of Sweden's educational associations. Formal adult education is offered by the local education committees in all of Sweden's 284 municipalities and, in certain educational fields, by the 23 county councils. In addition, two national schools for adults provide supplementary educational opportunities. Municipal authorities are required to organize a special form of adult education known as basic education for adults who are illiterate. Swedish language instruction for adult immigrants is offered free of charge. Public libraries and audiovisual centers play an important role in adult education. Labor market training is any program for which allowances are granted for vocational training by the National Labor Market Board. Personnel and in-house education is financed by employers. Sweden's two largest employee organizations also sponsor training programs. Radio, television, and correspondence schools are also available. The government inspects and finances adult education to a large extent. The rapid growth in adult education has been aided by collaboration among the agencies and organizations involved. (YLB)

Franken, Bill
Missouri Univ., Columbia. Instructional Materials Lab.
Optical Electronics. Electronics Module 9. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 85p.; For related documents, see ED 315 659-662 and CE 056 256-261.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electronics; *Industrial Arts; *Lasers; Learning Activities; Learning Modules; Lesson Plans; *Optics; Postsecondary Education; Secondary Education; State Curriculum Guides; Tests; *Trade and Industrial Education; Units of Study
IDENTIFIERS- *Fiber Optics; Missouri

This module is the ninth of 10 modules in the competency-based electronics series. Introductory materials include a listing of competencies addressed in the module, a parts/equipment list, and a cross reference table of instructional materials. Five instructional units cover: fiber optic cable; optical coupler; lasers and masers; optical displays; and optical encoders. Each unit includes some or all of the following components: performance objectives; information sheets; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Special instructions are included in the notes to the instructor section near the beginning of each unit. (YLB)

ED 325 726 CG 022 131

Leroux, Thomas G.; Petrunik, Michael

The Construction of Elder Abuse as a Social Problem: A Canadian Perspective.

PUB DATE- Aug 89

NOTE- 38p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (39th, Berkeley, CA, August 6-8, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elder Abuse; Foreign Countries; *Older Adults; *Social Problems

IDENTIFIERS- Canada

This paper focuses on the referral structure (and the primary definers within this structure) in terms of which elder abuse is being defined as a social problem in Canada and interest groups are being mobilized to deal with the alleged problem. Preliminary research indicates that the major impetus is, in the main, not coming from organizations of the elderly but from various professional groups and governmental agencies who have laid claim to elder abuse as an issue requiring social action. In particular, governmental groups are laying claim to the importance of elder abuse as a public issue based on the graying of the population and the possibility of an increasingly politically important elderly bloc. Resistance or apathy on the part of the elderly themselves, however, and the absence of developed ideologies (e.g., feminism in the case of wife abuse and child sexual abuse) has resulted so far in relatively little being done in the construction of elder abuse as a social problem. (Author)

ED 325 742 CG 022 895

Dougherty, Patrick; And Others
Techniques and Treatments.
PUB DATE- 90
NOTE- 66p.; Chapters 13-16 of "Problem Solving Strategies and Interventions for Men in Conflict," (see CG 022 891).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Affective Behavior; Behavior Change; *Conflict; *Counseling Techniques; Family Violence; *Group Counseling; *Interpersonal Competence; *Males; Outcomes of Treatment; *Suicide

This document consists of part four of a book of readings that examine issues affecting men in the late 20th century. It was written for counselors at all educational levels, social workers, community therapists, private practitioners, clinicians, teachers, hospital workers, and Employee Assistance Program workers. Four chapters are included in this fourth section, which is on counseling techniques and treatments. "A Personal Perspective on Working With Men in Groups" (Patrick Dougherty) describes a psychotherapist's experience with men in groups, examining the circular nature of psychotherapist with men in groups, examining the circular nature of men's journeys into emotions and intimate relationships. "Helping Men Become More Emotionally Expressive: A Ten-Week Program" (Dwight Moore) provides step-by-step descriptions of readings, experiential activities, and group process for a 10-week group designed to increase emotional expressiveness. "Treating Men Who Batter: A Group Approach" (Roger Grusznski and Gunnar Bankovics) describes a particular program that helps men understand their behavior, control that behavior, and develop alternatives to deal with their underlying emotions and tension. "Counseling Suicidal Men" (Dennis Elsenrath) outlines the causative factors in suicide, focuses on male relationships, and looks at special populations at risk for suicide. Assessment of suicidal intent and myths concerning suicide are thoroughly discussed and resources and approaches for suicide prevention are suggested. (NB)

ED 325 791 CG 022 949

Hackney, Harold, Ed.

Association for Counselor Education and Supervision, Washington, D. C.

Changing Contexts for Counselor Preparation in the 1990s.

PUB DATE- 90

NOTE- 100p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Career Development; *Counselor Role; *Counselor Training; *Futures (of Society); *Health Needs; *Social Problems

The five chapters in this monograph provide guidelines for counselors in the 1990s who will be faced with such societal issues as substance abuse, Acquired Immune Deficiency Syndrome (AIDS), teenage pregnancy, youth unemployment, homelessness, crime and delinquency, and school dropouts. "The Contemporary Counselor in a Changed World" (Harold Hackney and C. Gilbert Wrenn) examines issues of the environment, loneliness, drugs, family patterns, women's roles, the media, global interdependence, morality, ethnic groups, poverty, homelessness, AIDS, and the aging population. "Educational Challenge and Change" (Jean H. Cecil and Debra C. Cobia) looks at the present status of education and the evolving role and function of counselors in schools, then goes on to propose the need for change in both areas. "Health Needs Facing Our Nation: A Life-Span Perspective" (Sharon E. Robinson and Sari L. Roth) is divided according to life stages: childhood, adolescence, and adulthood. Under each stage, major health issues are addressed. "Career Development and Counselor Preparation" (Kenneth B. Hoyt) highlights changes that have occurred in career development aspects of counselor education and supervision over the years and looks at present and future needs. "Counselor Preparation for Future Needs" (Harold Hackney) identifies determinants of change in counseling reform, discusses the substance of change, considers responses to the need for change, and describes implications for curriculum development. (NB)

ED 325 855 CS 212 566

Hamilton-Wieler, Sharon
Marion Sheridan: Tapping the Imagination.
PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Curriculum Development; *English Curriculum; English Instruction; Films; Professional Recognition; Secondary Education; *Teacher Role; Teaching Methods; Writing (Composition); Writing Across the Curriculum; *Writing Processes; Writing Teachers
IDENTIFIERS- *Sheridan (Marion)

Marion Sheridan, President of the National Council of Teachers of English (NCTE) in 1949-50, questioned traditional values, defending or assaulting them as the circumstances of a rapidly changing world deemed necessary. The voice that spoke through her writing was instrumental in modifying English curriculum. She pioneered the use of film in the English classroom, was ahead of her time in emphasizing writing processes in relation to learning, advocated writing across the curriculum, and introduced the practice of publishing student writing. Sheridan committed her professional life to working with colleagues to help students in English classes become active inquirers. Furthermore, she saw the English language arts, in all their interdependent, interactive modes, as forces to enable students to learn about, to question, and to work toward the betterment of their society and their world. In every period of her 60-year career Marion Sheridan championed creativity in the secondary classroom, advocating the study of literature and of writing. She also underscored the role of teachers as taking on the complex and tremendous responsibility of organizing their learning environments to enable all this to happen. (KEH)

ED 325 872 CS 507 308

Pearson, Judy C.
Innovative Approaches to Teaching a Large Interpersonal Communication Class.
PUB DATE- 2 Nov 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Higher Education; *Instructional Innovation; *Interpersonal Communication; Introductory Courses; *Large Group Instruction; *Speech Communication; *Speech Instruction; Teacher Student Relationship; Teaching Methods; Undergraduate Students
IDENTIFIERS- Speech Communication Education

The large section approach to speech communication instruction can be viewed as an opportunity rather than a detriment to effective communication education. Instructional strategies should be considered and applied appropriately to this ever-increasing instructional format. A number of principles may be generated which will lead to effectiveness in the large speech communication course and to student and instructor satisfaction. The following recommendations are suggestive of a broader view of the larger section than simply treating it as a lecture: (1) use active participation in learning; (2) create a supportive climate; (3) reward positive behavior; (4) select a competent communicator as the instructor; (5) utilize multiple-channel instruction; (6) provide as many opportunities for feedback as possible; and (7) build unity and cohesiveness among members of the class. (Fifty-one references are attached.) (SR)

ED 325 951   EA 022 439

Ciriello, Maria J.
Catholic School Teachers' Views of Job Satisfaction and Work Circumstances and Their Relationship to Commitment.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Elementary Secondary Education; Incentives; Job Analysis; *Job Satisfaction; Organizational Climate; Quality of Working Life; Religious Education; Role Conflict; Teacher Employment Benefits; Teacher Morale; Teacher Orientation; Teacher Persistence; Teaching Experience; Work Environment

The relationships among Catholic school teachers' commitment, job satisfaction, and work environment are examined. A survey of full-time Catholic elementary school teachers in a large Catholic diocese yielded a 68 percent response rate (n=655). Findings classified three groups of teachers on the basis of three sources of commitment: commitment to faith and organizational values; to the teaching profession itself; and to job-related features. Overall, teachers found intrinsic aspects of their work more satisfying than external factors and expressed general satisfaction. A recommendation is made for conscious administrative efforts to build a faith community and to employ persons whose characteristics match organizational needs. Six statistical tables are included. (45 references) (LMI)

ED 326 001 EC 232 604

Harris, Kathleen C.
Collaborative Instruction in Schools: Key Principles.
PUB DATE- Feb 90
NOTE- 16p.; Paper presented at the Conference of the Learning Disabilities Association of America (Anaheim, CA, February 21-24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cooperative Planning; *Disabilities; Educational Cooperation; Elementary Secondary Education; Program Development; Program Evaluation; Program Implementation; *Regular and Special Education Relationship; Team Teaching
IDENTIFIERS- *Collaborative Teaching

This paper discusses key principles that should be addressed by general and special educators when instructing students jointly. Principles are drawn from the literature on educational consultation, from interviews with educators who have implemented collaborative instructional programs, and from personal experience with collaborative instruction. The following principles are delineated: (1) identify needs by assessing resources, not evaluating competence; (2) establish the range of the collaborative program by clearly defining goals and objectives; (3) incorporate program evaluation as part of the program content; (4) clearly define roles of participants; (5) when developing schedules, incorporate flexibility and time for planning/collaboration; (6) assure program ownership among participants; (7) modify program implementation based upon ongoing feedback about the program; and (8) redesign the program based on outcomes and long- and short-term goals. (24 references) (DB)

ED 325 665 CE 056 240

Paris, Kathleen Anne
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
A Political History of Vocational, Technical and Adult Education in Wisconsin.
PUB DATE- 85
NOTE- 232p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; Educational History; Educational Policy; Government School Relationship; Political Influences; Political Issues; *Politics of Education; *State Boards of Education; State Government; *State Programs; Technical Education; *Vocational Education
IDENTIFIERS- *Vocational Technical Adult Education Districts; *Wisconsin

This book reviews the history of vocational, technical, and adult education (VTAE) in Wisconsin, which has one of the most effective systems in the United States. The review shows that although the system has changed dramatically, its mission of education for employment has not. Nine chapters consider Wisconsin's VTAE system from statehood to the 1920s and within each decade from the 1920s to the 1990s. The focus is on the political progress of the system as a whole. Attention is paid to the early leaders--Charles McCarthy, Jennie Willing McMullin Turner, George P. Hambrecht, and Edward A. Fitzpatrick. The text also points out that the system as a whole began to experience external political weakness during the 1950s due directly to internal conflict, a development that serves to show the value of philosophical unity and cohesiveness. Chapter IX, on the 1990s, briefly addresses the need for skilled workers and anticipates changes in Wisconsin's VTAE system. A speech by Hambrecht on Wisconsin part-time schools is appended. Other appendices list Wisconsin directors of vocational education and VTAE districts in 1985 and depict the evolution of the state board. Fifteen figures and 38 references are provided. (YLB)

ED 325 711 CE 056 301

Missouri Univ., Columbia. Instructional Materials Lab.
Clothing and Textiles (Intermediate). Performance Objectives and Criterion-Referenced Test Items.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Apr 90
NOTE- 94p.; For related documents, see ED 318 855-858 and CE 056 302-305.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; *Clothing; Clothing Design; Clothing Instruction; *Competency Based Education; Consumer Protection; *Criterion Referenced Tests; Entry Workers; Home Economics; Job Skills; Leadership; Postsecondary Education; Secondary Education; Small Businesses; State Curriculum Guides; Student Organizations; *Test Items; *Textiles Instruction
IDENTIFIERS- Missouri

This guide was developed to assist home economics teachers in implementing the Missouri Vocational Instructional Management System in an intermediate clothing and textiles semester course. A minimum of two performance objectives were developed and validated for each competency by teachers with expertise in the area of clothing and textiles and one criterion-referenced test item was developed and validated for each performance objective. Each performance objective consists of a given, a task, and criteria for successful completion of the task. Test item formats include true/false, multiple choice, and matching; answers are provided. Performance objectives and test items are provided for the following: recognizing functions of dress; differentiating clothing for multiple roles; recognizing wardrobe needs for multiple roles; identifying consumer protection regulations; preparing a clothing budget; evaluating care methods of textile products; describing alteration techniques; comparing quality and features of construction equipment and aids; selecting patterns with specific construction techniques; recognizing careers in clothing and textiles; identifying types of small businesses; and developing leadership through Future Homemakers of America. A brief resource list also is included. (KC)

ED 325 758 CG 022 911

Thobro, Patricia Ann
Analysis of the Locus of Control Construct and Its Relationship to Marital Satisfaction.
PUB DATE- Dec 90
NOTE- 78p.; M.S. Thesis, University of Wyoming.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Counseling Objectives; Counseling Techniques; *Locus of Control; *Marital Satisfaction; *Marriage Counseling; Outcomes of Treatment; Research and Development; Research Problems; Theory Practice Relationship

This paper summarizes the research on the factors influencing marital satisfaction, selected research on locus of control, research on the measurement of locus of control, and the recent research on locus of control and marital satisfaction. It analyzes this research from the standpoint of criticisms of the research on locus of control and makes recommendations about its utility in the therapeutic setting. Included are chapters on marital satisfaction, locus of control, the research correlating marital satisfaction and locus of control, the use and misuse of Rotter's measurement of locus of control, and theories related to locus of control. The review concludes that it is difficult to draw straight-forward conclusions about the research on locus of control and marital satisfaction since much of the existing research is complicated by methodological problems, assessment difficulties, and interpretation biases. It is further concluded that these research problems are complicated by a lack of understanding or by a misunderstanding of the locus of control construct and its theoretical base. Practitioners who might consider locus of control when counseling married couples are encouraged to fully understand and appreciate the implications of the literature that draws the conclusion that internality is the preferred orientation with respect to marital satisfaction. It is suggested that the research on locus of control and marital satisfaction is valuable if viewed in the context of social learning theory. (NB)

ED 325 775 CG 022 930

National Commission on Drug-Free Schools, Washington, DC.
Toward a Drug Free Generation: A Nation's Responsibility. Final Report.
PUB DATE- Sep 90
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- *Community Role; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *Public Policy; *School Role

The National Commission on Drug-Free Schools was established by Congress in the Anti-Drug Abuse Act of 1988. Commission members heard prepared testimony from more than 150 people; held meetings with over 200 experts in drug education and prevention; visited schools, an intensive care unit for drug-affected babies, foster homes, and a public housing project; and talked to more than 1,500 students, teachers, administrators, and parents. This final report presents an outline for achieving drug-free schools by the year 2000; an overview of drug problems among young people; a summary of students' views on alcohol, tobacco, and other drugs; and an outline of the roles and responsibilities of community groups and organizations. The Commission's findings and recommendations are presented. Observations about drug problems are provided and ways that schools and communities can begin to solve them are suggested. Examples of some effective drug prevention programs and activities the Commission found in its investigations appear throughout the report. It is noted that although the Commission has given considerable thought to the contents of the report, unanimity on every recommendation was not possible given the diversity of perspectives and strongly held views. It is concluded that the report is presented in the hope that it will lead to more effective drug education and prevention in schools and communities and ultimately help save young people from the ravages of drugs. (ABL)

ED 325 823 CS 010 310

Shanklin, Nancy Katherine Leavitt
Indiana Univ., Bloomington. School of Education.
Relating Reading and Writing: Developing a Transactional Theory of the Writing Process. Monographs in Teaching and Learning Number 5.
PUB DATE- Apr 82
NOTE- 186p.; For monographs 1 and 3-5, see CS 010 307-310; for monograph 2, see ED 189 590; for monograph 6, see ED 323 564.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Reading Processes; *Reading Writing Relationship; Theory Practice Relationship; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing); Theory Development; *Transactional Writing

Integrating new insights into the writing process, and drawing upon cognitive psychology, psycholinguistics, and sociolinguistics, this monograph develops the transactional theory of writing by using knowledge of the reading process as a metaphor. Chapters include: (1) "The Need for a New Theory of the Writing Process"; (2) "Bases for a Transactional Theory of the Writing Process"; (3) "A Transactional Theory of the Writing Process"; (4) "Engaging in Theory Critique"; (5) "A Transactional View of Writing Instruction" and (6) "A New Look at the Relationships between Reading and Writing." A list of 182 references and an appendix containing definitions of terms for a transactional theory of the writing process are attached. (RS)

ED 325 839 CS 010 329

Sibbitt, Rae
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

How Children Spell Nonsense Words.

PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Classroom Research; Dyslexia; Elementary Education; Foreign Countries; Graphemes; *Invented Spelling; *Phoneme Grapheme Correspondence; Reading Difficulties; Spelling Instruction
IDENTIFIERS- England; Nonsense Words; Specific Literacy; Spelling Patterns

This report describes two preliminary studies (a pilot study involving 11 children and a main study involving 24 children) that examined letters chosen in the spelling of nonsense words to determine whether children with learning difficulties in spelling exhibit systematic ways of spelling. The studies showed that phoneme-grapheme grammars differ among children with respect to the graphemes used to represent a phoneme--children with specific literacy difficulties are more likely to have graphemes with lower English contingency than children who do not have reading and spelling difficulties. The studies did not provide enough data per child to test theories of individual differences. The next study will aim to collect sufficient data so that half of it can be used to generate a phoneme-grapheme grammar for each particular child and the other half can be used to test that grammar. Three figures are included. Seventeen references, two appendixes describing the nonsense words used in both studies, and a list of 58 reports that may be obtained from the Centre for Information Technology in Education are attached. (KEH)

ED 325 904 EA 022 249

Fuhr, Christoph
Inter Nationes, Bonn (West Germany).
Schools and Institutions of Higher Education in the Federal Republic of Germany: A Survey of Educational Policy and the Educational System.
PUB DATE- 89
NOTE- 280p.; Translated from German by Timothy Nevill. Contains small print that may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Objectives; *Educational Policy; Elementary Secondary Education; Federal Government; Foreign Countries; *Governance; *Higher Education; Institutional Characteristics; New Federalism; *School Organization
IDENTIFIERS- *West Germany

A survey of the educational policy and system of West Germany is presented. The federal government and 11 federal states (Laender) operate in conjunction, creating an educational policy that occurs on two levels. A brief historical sketch is followed by a general description of educational policy, planning, and research in the context of the federal structure. A survey of the educational system from the elementary schools to higher education follows. Finally, attention is directed to current educational policy issues. The appendix contains: 29 tables and schedules of lessons; nine theses and counter-theses on the 1978 controversy over educational objectives; and addresses of the Laender Ministries of Education, the Federal Ministry of Education and Science, the Secretariat of the Conference of Ministers of Education, and the Federal-Laender Commission for Educational Planning and the Advancement of Research. An extensive bibliography is included. (LMI)

ED 325 919 EA 022 388

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Toward School-Based Management/Shared Decision-Making: A Research Perspective. OREA Report.
PUB DATE- Jun 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Decentralization; Effective Schools Research; Elementary Secondary Education; *Participative Decision Making; *Program Evaluation; *Research Needs; *School Based Management
IDENTIFIERS- *New York City Board of Education

School-based management/shared decision-making (SBM/SDM) in New York City rests on the conviction that schools can be improved by giving school professionals and parents the flexibility to develop local solutions for local problems. Accountability is critical to this approach; a school system cannot ask school staff to accept responsibility for results without involving them in the decision-making process. In New York City, school-based planning as an administrative approach has been an important component of Basic School Staffing (BSS), a large-scale program introduced in 1987-88. This report fulfills a BSS evaluation requirement and serves as a research base for introducing SBM/SDM into the city's public schools. After providing some historical background and linking program development to effective schools research and strategies to serve disadvantaged students, the report addresses four major issues bearing directly on SBM/SDM projects: the teacher's voice; district/central leadership; parent/community involvement; and mission. Conclusions are then drawn about decision-making effectiveness. Recommended guidelines for implementing shared decision making are also provided. (232 references) (MLH)

ED 325 934 EA 022 421

Achilles, C. M.
Go and Catch a Falling Star.
PUB DATE- Oct 90
NOTE- 15p.; Paper presented at the Annual Meeting of the North Carolina Professors of Education Administration (3rd, Boone, NC, October 18-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Certification; *Educational Administration; Elementary Secondary Education; Employment Opportunities; Higher Education; *Personnel Selection; Professional Development; *Public Administration Education; Recruitment; Special Degree Programs; Specialist in Education Degrees; Theory Practice Relationship

Strategies for improving the recruitment and selection of educational administrators are presented in this report. A recommendation is made for the development of administrator preparation programs based on collaboration between local education agencies, higher education institutions, the individual, and the educational administration (EA) profession itself. The elements of preparation should include clinical experience, formation of a training and hiring plan, development of student assessment criteria, expansion of the training function, and encouragement of continuing professional development. Program goals focus on practice as a source of a knowledge base for practitioners: "grounded" theory and programs that employ "situated cognition"; and expansion of delivery to include such things as problem-based learning, problem-finding, reflective practice, and education platforms. A conclusion is that recognition of the role of practice in both recruitment/selection and the content/process of instruction will engender the utilization of a practice-to-theory model. This shift will parallel the logical move in EA from a near total reliance on the quantitative research paradigm to a mixed quantitative/qualitative model that more nearly fits the practice of EA. One figure is included. (22 references) (LMI)

ED 325 970 EA 022 472

Bray, Judy
Education Commission of the States, Denver, Colo.; Southeastern Educational Improvement Lab., Research Triangle Park, NC.
A Process for Examining the Effects of State Policy on School Restructuring Efforts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Policy Formation; *School Restructuring; State Government; State Legislation; *State School District Relationship
IDENTIFIERS- *United States (Southeast)

The effects of state policy on school restructuring efforts are examined in this report. Three main sections present a review of restructuring concepts, a process to determine state policy effects on school restructuring, and application of this process to applied learning in six states: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Methodology involved a statutory review and interviews with state representatives. Findings indicate that different starting points influence the ways in which schools attempt to restructure, and that combinations of some laws may hinder active learning. However, most state policies tend to permit restructuring if district support for individual school efforts exists. Respondents believed that state-level policy makers strongly influence assessment and curriculum decisions, while district and local policy makers affect instructional strategies and student learning goals. Recommendations are made for the development of coherent goals, emphasis on successes, and publicizing the intent and flexibility of state policies, especially those providing incentives for innovation. Appendices include examples of restructuring efforts and information about state legislation and active learning. (LMI)

ED 325 986 EC 232 489

Neilson Associates Pty. Ltd., Melbourne (Australia).
Ten Year Plan for the Redevelopment of Intellectual Disability Services. Final Report.
SPONS. AGENCY- Victoria Dept. of Community Services, Melbourne (Australia). Office of Intellectual Disability Services.
PUB DATE- Aug 88
NOTE- 274p.; For a related document, see EC 232 490.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption; Adult Day Care; *Community Programs; Community Resources; *Deinstitutionalization (of Disabled); Early Intervention; Elementary Secondary Education; Family Programs; Financial Support; Foreign Countries; Foster Care; Group Homes; Home Programs; Housing Needs; *Independent Living; Legal Problems; *Mental Retardation; *Normalization (Handicapped); *Personal Autonomy; Preschool Education; Prevention; Professional Education; Psychiatric Services; Transportation; Vocational Education; Work Experience Programs
IDENTIFIERS- Australia (Victoria)

This report recommends a 10-year plan for changes in services to people with intellectual disabilities in Victoria, Australia. Intended key outcomes of the plan include: increases in the numbers of clients receiving direct residential support in community-based accommodations; reductions in numbers of adult clients resident in large scale congregate facilities; more clients in adult day programs; development of the case management system; expansion of local residential service teams; greater numbers of trained staff; and new specialist services. Following an overview of the plan and its principles and philosophies, a framework is given for changes in commonwealth, state, and local government activity. The report makes recommendations regarding residential services; housing; specialist child and family services; education; employment; the justice system; behavior and psychiatric services; other services; prevention of intellectual disability; community education; and human resource development. A plan for implementation as well as costing and financial analysis are provided. Seven appendices are given, including: models for local residential service teams and an equity housing cooperative system, a statement regarding future directions for specialist child and family services, a statement from state trustees, recommendations regarding vocational services, population assumptions and a glossary of terms. (JDD)

ED 326 017 EC 232 621

Davis, Dorinne S.
Otitis Media: Coping with the Effects in the Classroom.
PUB DATE- 89
NOTE- 151p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acoustical Environment; *Chronic Illness; Classroom Environment; Cognitive Development; *Curriculum Development; Elementary Secondary Education; *Hearing Impairments; Interpersonal Competence; *Language Acquisition; Partial Hearing; Student Educational Objectives; Student Needs; *Teaching Methods
IDENTIFIERS- *Otitis Media

This curriculum adaptation provides a methodology that enables the classroom teacher to recognize the needs of the otitis media-affected child in the classroom. It discusses areas of concern related to otitis media; suggests activities that can enhance these children's language skills; and shows ways to enhance the learning environment by considering the acoustics, using small classroom settings, or using sound field amplification in large classroom settings. The curriculum presents objectives in four areas: audition, cognition, language skills, and socialization. For each objective area, possible problems and techniques for curriculum adaptation are provided, and materials and references are listed. Sample problems in the area of audition include difficulty attending in the presence of background noise, difficulty blending sounds into words, and saying "huh" or "what" frequently. Sample problems in the area of cognition include difficulty with name recall and need for extra processing time. Problems in language skills include being very literal and using a rehearsed phrase to mean many things. Socialization problems include, among others, being distractible, withdrawing from classroom activity, and being unaware of the needs of others. Appendices contain a behavioral checklist, an ear health history information sheet, and a list of equipment sources. A bibliography of approximately 250 references is included. (JDD)

ED 326 032 EC 232 647

Gemma, Anna
Early Intervention for Preschool Children with Learning
Disabilities.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Definitions; Delivery Systems; *Early Intervention; *Educational Diagnosis; Evaluation Methods; *Handicap Identification; High Risk Students; Instructional Effectiveness; *Learning Disabilities; Preschool Education; Program Effectiveness; Program Evaluation; Screening Tests; Student Characteristics; Student Evaluation; *Teaching Methods

This review of early intervention for preschool children with learning disabilities examines: (1) definitions of learning disabilities; (2) characteristics of learning-disabled children and children at risk; (3) identification of preschool children at risk; (4) efficacy of early intervention; (4) phases of an early intervention program, including identification, screening, diagnosis, implementation of intervention activities, and program evaluation; and (5) teaching methods. (25 references) (JDD)

ED 325 618 CE 054 879

Ernst & Young Management Consultants, Canberra (Australia).
Report on the Evaluation of the Adult Literacy Action Campaign (ALAC).
SPONS. AGENCY- International Literacy Year Secretariat, Canberra (Australia).
PUB DATE- Mar 90
NOTE- 119p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Educationally Disadvantaged; *Females; Foreign Countries; *Illiteracy; *National Programs; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Australia

This report presents findings of an evaluation of Australia's Adult Literacy Action Campaign (ALAC) to determine whether ALAC was promoting the development of communication, literacy, and numeracy skills and skills to facilitate greater and enriched participation in society. Chapter 1 sets out the methodology and approach, which included a literature review, data collection, case studies, and consultations. Chapter 2 lists the ALAC national level projects for 1988 and 1989 and discusses their significance. In chapter 3, a very brief statement of the existing adult literacy provision in each state is followed by an outline of each state's application of ALAC funds. Chapter 4 analyzes and assesses the use of ALAC funds in each state against 12 key issues. It attempts to extract trends, changes, and innovations in the provision of program delivery, staff development, research, and resources. Chapter 5 is a case study of the Workplace Basic Education program in Tasmania (Australia), which combines the government's objective of involving the private sector in education and training with the Adult Literacy and Basic Education Unit's objective of bringing basic education to disadvantaged individuals. Chapter 6 is a case study of the Women and Work Literacy Resource Kit produced with ALAC funds. Adult Literacy Through Videos, a major project undertaken in New South Wales (Australia), is the subject of chapter 7. Chapters 8 and 9 highlight conclusions and recommendations. Additional project materials and a list of 11 references are appended. (YLB)

ED 325 680 CE 056 261

Carter, Ed
Missouri Univ., Columbia. Instructional Materials Lab.

Electromechanical Devices and Controllers. Electronics Module 10. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 109p.; For related documents, see ED 315 659-662 and CE 056 256-260.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electromechanical Aids; *Electromechanical Technology; *Electronic Control; *Electronics; *Industrial Arts; Learning Activities; Learning Modules; Microelectronics; Postsecondary Education; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This module is the tenth of 10 modules in the competency-based electronics series. Introductory materials include a listing of competencies addressed in the module, a parts/equipment list, and a cross-reference table of instructional materials. Six instructional units cover: electromechanical control devices; programmable logic controllers (PLC); stepper motors; digital control systems; motor speed control; and analog electronic control devices. Each unit includes some or all of the following components: performance objectives; information sheets; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Special instructions are included in the notes to the instructor section near the beginning of each unit. (YLB)

ED 325 696 CE 056 281

Brunk, Art
Missouri Univ., Columbia. Instructional Materials Lab.
Plumbing. Building Maintenance. Module III. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Apr 90
NOTE- 189p.; For related modules, see ED 315 656 and CE 056 280-284.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Buildings; Building Trades; Competency Based Education; Job Skills; Learning Activities; *Maintenance; *Plumbing; Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This curriculum guide, one of six modules keyed to the building maintenance competency profile developed by industry and education professionals, provides materials for a plumbing procedures unit of seven lessons. Lesson topics are: safety procedures, joining pipes, water systems, fixtures and appliances, maintenance and repair, drainage systems, and cleaning plumbing fixtures. Each lesson includes some or all of the following color-coded components: performance objectives, information sheets, transparency masters, handouts, assignment sheets, job sheets, lesson tests, and answer key. (YLB)

ED 325 807 CS 010 294

Warren John H.
For Want of Direction: Case for a Written Philosophy of Reading.
PUB DATE- 8 Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Arkansas State Reading Association (Little Rock, AR, November 8-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Cooperative Planning; *Educational Philosophy; *Educational Policy; Elementary Education; Parent Teacher Cooperation; Program Descriptions; *Reading Instruction

The manner in which a classroom teacher frames questions or directions to the students reveals his or her philosophy of reading and determines what the teacher does in the classroom. A written philosophy about reading for elementary schools can provide a sense of direction in making all kinds of important decisions, and can also furnish the cohesiveness and continuity of instructional effort required from one year to the next. Meetings with teachers, parents, and administrators of an elementary school over an 11-week period resulted in a broad declaration about reading and its unique place in the curriculum entitled "A Basic Reading Philosophy." Work during the next six months focused on specific guidelines to enact that declaration, and a list of provisos designed to serve that purpose was then drawn up. The declaration and provisos were used almost immediately in the selection of a new basal reading program for the school, and both documents are now incorporated in the school's Teacher's Handbook. (RS)

Strom, Monika P.

Citing Our Premises: Toward a Deliberative View of Academic Argument.

PUB DATE- 2 Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Best available copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citations (References); *Discourse Modes; Higher Education; Models; *Persuasive Discourse; *Rhetorical Theory; Speech Communication
IDENTIFIERS- *Academic Discourse; Classical Rhetoric; Scholarly Writing

Prominent contemporary theories of academic argument are based upon jurisprudential models where argument is analogous to forensic discourse. Yet the implications of classical notions of testimony and the rhetorical function of citation make academic argument more a deliberative activity than the forensic one suggested by contemporary theorists. Contemporary practices illustrate academic argument's greater kinship with deliberative discourse in a reliance on experts' citations to provide the major premises and warrants by which to test the given claim, sensitivity toward the credibility of advocacy, and future orientation toward knowledge as policy about the world. (Twenty-three notes are included, and 19 references are attached.) (Author)

Jackson, Marc

Starsearch: A Teacher Recognition Program for You and Your Community.

PUB DATE- Apr 90

NOTE- 6p.; Paper presented at the Annual Meeting of the California Educational Partnership Consortium (Sacramento, CA, April 3-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Support; *Cooperation; Elementary Secondary Education; *Motivation; *Recognition (Achievement); *Rewards; *School Business Relationship; Student Participation; *Teacher Effectiveness

IDENTIFIERS- *California

Maintaining an effective school system means retaining the outstanding teachers supporting it. According to a recent survey, many southern California teachers felt they would be disappointed if their children entered the profession. In California alone, there are 49,000 inactive teachers. One problem may be student discipline. Whereas top discipline problems in the 1940s were talking, chewing gum, making noise, getting out of turn, wearing improper clothing, and littering, today's main problems are drug abuse, alcohol, suicide, rape, robbery, and assault. One assistant principal of a southern California high school sought the help of students and community business leaders in recognizing effective teachers and restoring dignity to the teaching profession. Once students had identified 10 effective teaching criteria, teachers selected three teachers to recognize. The business community supplied the gifts--in one instance, a luxury weekend in Scottsdale, Arizona, for two teachers and their families. Other outstanding teachers were provided with free dinners by local restaurant owners. The recognition program also included a ceremony honoring the teachers in front of county guests, key business leaders, district personnel, board members, and family members. Students repaid an aviation company's generosity by performing a Christmas program at the airport. The limitations of what schools can accomplish by themselves can be overcome by cooperating with the community. (MLH)

ED 326 033 EC 232 648

Gemma, Anna

Social Skills Instruction in the Mainstreamed Preschool Classroom.

PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Class Organization; *Disabilities; Interaction; *Interpersonal Competence; Mainstreaming; Peer Influence; Peer Relationship; Preschool Education; Program Design; Research Needs; *Skill Development; Social Behavior; *Social Development; Social Integration; Student Behavior; Teacher Influence; *Teaching Methods

This literature review considers research dealing with social skills instruction for handicapped preschool children in a mainstreamed or integrated setting. It offers a literature-based rationale for preschool mainstreaming, notes the fundamental objectives of preschool mainstreaming that relate to the process of socialization, and addresses the need for organization and structure in program design. Specific components necessary to enhance the social behavior and social skills development of handicapped preschool children are outlined, calling for a daily schedule which emphasizes direct social skills instruction and careful organization of environmental variables. The review also considers: (1) types of activities most conducive to positive social interactions between handicapped and nonhandicapped youngsters; (2) efficacy of activities with nonhandicapped children in preparation for the arrival of a handicapped child; (3) physical arrangement of the classroom; (4) grouping of children; (5) teacher influence; (6) use of teacher-mediated intervention; (7) peer-mediated intervention; and (8) research needs in this area. (49 references) (JDD)

ED 326 050 FL 018 968

Best, Linda
Freire's Liberatory Learning: A New Pedagogy Reflecting Traditional Beliefs.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Administration Education; Case Studies; Comparative Analysis; *Educational Philosophy; *Educational Strategies; *Educational Theories; Elementary Secondary Education; English (Second Language); Higher Education; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Deweys Experimentalism; *Freire (Paulo); Harvard University MA; *Liberatory Learning; Socratic Method

A discussion of Paulo Freire's contemporary pedagogy looks at the philosophy underlying the approach in the context of traditional educational philosophy. Freire's pedagogy of the oppressed, Liberatory Learning, which was originally developed as a reponse to illiteracy among Brazilian peasants, also holds significance for other culture and contexts as a model of learning for developing literacy and enabling individuals to understand, respond to, and to some degree control the circumstances and directions of their lives. The history of the approach's development is chronicled and the method examined in writing and English-as-a-Second-Language programs in U.S. universities. It is then proposed that Liberatory Learning is a re-working of fundamental principles regarding learning for Freire's specific goals, using methods usually reserved for literate, responsible learners such as Greek scholars and graduate-level business students: dialogue, student engagement, and reflection and response. It is argued that the responsibility and action Freire hopes to inspire among the illiterate, through literacy and authority, parallel the learning processes characterizing the Socratic method, Dewey's experimentalism, and the Harvard Business School case method. Illustrations and further comparisons are offered. A brief bibliography is included. (MSE)

ED 325 635 CE 056 144

Hotchkiss, Lawrence; Smythe, John
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Analysis of the Ohio Thirteen-Week Follow-up Survey of Title III JTP Clients.
SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.
PUB DATE- 88
NOTE- 47p.; For related documents, see CE 056 145-147.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Adults; Adult Vocational Education; Comparative Analysis; *Dislocated Workers; Employment Level; *Employment Programs; Employment Services; Federal Aid; *Federal Programs; Followup Studies; Job Search Methods; *Job Training; Outcomes of Education; *Program Effectiveness; State Programs; Young Adults
IDENTIFIERS- *Job Training Partnership Act 1982

Data from a sample of participants in JTP (Job Training Partnership) Ohio under Title III of the Job Training Partnership Act (JTPA) were analyzed and the findings compared to results from a companion study of Title IIA adult Ohio JTP participants. Respondents were surveyed during the 14th-17th weeks following the end of their JTP participation. Five outcomes were studied: number of weeks worked, employment status, earnings during week 13, welfare status during week 13, and educational status. Among the findings were the following: (1) JTP services received by Title IIA and III participants differed sharply; (2) for outcomes other than earnings, the effects of JTP services were similar for both Title IIA and III participants; (3) ending JTP participation to enter employment increased weeks worked and the chance of working during week 13 and decreased the likelihood of receiving public income assistance; (4) being black had a negative effect on weeks worked and the chance of being employed in week 13; and (5) assessment was an important aspect of increasing earnings for dislocated workers. (The report contains 13 data tables. Two tables showing earning frequencies and seven references are appended.) (YLB)

ED 325 650 CE 056 182

Blid, Henry
Swedish Workers' Educational Association, Stockholm.
Education by the People--Study Circles.
PUB DATE- 89
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Books (010)
DESCRIPTORS- *Adult Education; Adult Students; Continuing Education; Foreign Countries; *Group Dynamics; Guidelines; *Nonformal Education; Nontraditional Students; Program Development; *Self Directed Groups; Student Recruitment
IDENTIFIERS- *Study Circles; *Sweden

This short book, based on the Swedish experience, explores the concept and the operation of study circles. The book is organized in nine sections. The first section looks at the various definitions of study circles in history and the literature, arriving at a broad working concept of study circles. This is followed by an overview of the international connections of study circles. The next two sections set out, respectively, eight principles of study circles and four approaches that study circles can take. The next section examines the work process in study circles. It is followed by information on recruiting study circle members, conducting meetings, and planning. The final section outlines the role of the study circle leader. An appendix provides a study circle report form. (KC)

ED 325 727 CG 022 169

Smith, Stephanie; And Others

Depression and Drug Use in Mexican-American Youth.

PUB DATE- 13 Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Depression (Psychology); *Drug Abuse; *Mexican Americans; Mothers
IDENTIFIERS- *Inhalants

Depression is a major problem for many people, with about 20 percent of the population having a clinically diagnosable depression sometime in their lives severe enough to make it difficult for these individuals to function in society. Depression in drug users has been researched frequently using white or black opiate and cocaine users, but rarely in other drug using populations. This study focused on describing depression in a sample of Mexican-American youth in the Youth Advocacy Program, a drug prevention program for inhalant use. Subjects (N=110) were youth from ages 13 to 17. Data collected at intake were used to provide information about drug use and depression. Additional information from clients and their mothers was obtained almost 4 years later at the follow-up interview. The incidence of depression at follow-up was high with almost one-half of the former clients reporting some depression at follow-up, and 35 percent of the mothers being depressed. Drug and alcohol use were not significantly related with depression, but a higher level of family conflict was associated with a higher level of depression. Depression in this population was probably not directly attributable to drug use, but to living conditions, acculturation, employment, and other life stressors found in the barrio. (ABL)

ED 325 743 CG 022 896

Femiano, Sam; And Others
Where Do We Go from Here? Ideas for the Future.
PUB DATE- 90
NOTE- 47p.; Chapters 17-20 of "Problem Solving Strategies and Interventions for Men in Conflict," (see CG 022 891).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Development; Conflict; *Futures (of Society); *Life Style; *Males

This document consists of part five of a book of readings that examine issues affecting men in the late 20th century. It was written for counselors at all educational levels, social workers, community therapists, private practitioners, clinicians, teachers, hospital workers, and Employee Assistance Program workers. Four chapters are included in this fifth section. "Developing a Contemporary Men's Studies Curriculum" (Sam Femiano) traces the history and development of men's studies, discusses the goals for a men's studies curriculum, and outlines specific objectives that would meet such goals. It concludes with a specific curriculum outline of a course on American masculinity. "A Survey Report: Men Counseling Men" (Richard Thoreson, Stephen Cook, Peter Shaughnessy, and Dwight Moore) reports on an extensive research study of male members of the American Association for Counseling and Development that focuses on the issues and concerns of male counselors. "Being a Man Can Be Hazardous to Your Health: Life-Style Issues" (Fred Leafgren) emphasizes the significance of the social, occupational, spiritual, physical, intellectual, and emotional dimensions of men's lives. "The Journey Continues" (Dwight Moore, Stephen Parker, Ted Thompson, and Patrick Dougherty) takes a new look at some of the emotional components involved in a man's developmental experience. (NB)

ED 325 776 CG 022 932

Woodruff, John O., Ed.; And Others

Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.

Troubled Adolescents and HIV Infection.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.

PUB DATE- Oct 89

NOTE- 152p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Books (010) Collected Works - General (020)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; Delinquency; Drug Abuse; Foster Care; Mental Disorders; Research; *Youth Problems

This report on adolescents, Acquired Immune Deficiency Syndrome (AIDS), and Human Immune Virus (HIV) infection had its beginning in the Knowledge Development Workshop "Issues in the Prevention and Treatment of AIDS Among Adolescents with Serious Emotional Disturbance," held June 9-10, 1988 in the District of Columbia. These papers are included: (1) "Emotionally Disturbed Adolescents and AIDS: An Introduction" (Jean Garrison Athey); (2) "AIDS Among Adolescent Subgroups: Inferences from Research and Theory on Delinquency and Sexuality" (Peggy C. Giordano and H. Theodore Groat); (3) "Barriers to Successful AIDS Prevention Programs with Runaway Youth" (Mary Jane Rotheram-Borus, Cheryl Koopman, and Jon Bradley); (4) "Issues in AIDS Prevention Among Juvenile Offenders" (Jon Rolf, Joy Nanda, Linda Thompson, Joyce Mamon, Anjani Chandra, Julie Baldwin, and Michael Delahunt); (5) "Prevalence of HIV-Related High-Risk Sexual and Drug-Related Behaviors Among Psychiatrically Hospitalized Adolescents: Preliminary Results" (Ralph J. DiClemente, Lynn Ponton, Diana Hartley, and Susan McKenna); (6) "High-Risk Youth Who Use Health Clinics: A Profile of a Population Accessible for AIDS-Related Interventions" (Arlene Stiffman and Felton Earls); (7) "AIDS and the Sexually Abused Adolescent" (Ann W. Burges and Carol R. Hartman); and (8) "Adolescents with AIDS in Foster Care: A Case Report" (Robert Jones, Bonnie Judkins, and Gary Timbers). A list of the speakers at the Knowledge Development Workshop is included. (ABL)

ED 325 792 CG 022 952

Texas Univ., Austin. Hogg Foundation for Mental Health.

Reaching Out to Youth: A Report of the Commission on the Mental Health of Adolescents and Young Adults.

PUB DATE- 90

NOTE- 39p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) o

DESCRIPTORS- *Adolescents; Community Programs; Delinquency; Dropout Prevention; Drug Abuse; Early Intervention; Early Parenthood; *Mental Health Programs; Pregnancy; Prevention; Program Costs; Program Evaluation; Secondary Education; State Action; State Aid; *State Programs; *Statewide Planning; Suicide; *Youth Problems; *Youth Programs

IDENTIFIERS- *Texas

This report offers task force recommendations to provide greater support and understanding for adolescents and young adults. The Commission report and recommendations focus on the issues of teenage pregnancy, drug and alcohol abuse, juvenile delinquency, dropping out of school, and suicide. Part 1, "Growing Up in Texas," begins with an analysis of costs to the state incurred by programs to address excessive number of school dropouts, the lack of adequate basic skills development, and youth in trouble, calling for greater attention to preventive measures. This discussion is followed by a demographic survey of the status of Texas youth. Part 2, "Forces for Effective Change," reviews the status, problems, and needs of current service delivery systems for youth and provides recommendations for their improvement. Discussion focuses upon the following: (1) school-based service delivery; (2) media, including radio and television, as a way of promoting public awareness of youth problems and solutions; (3) family education and involvement; (4) peer mentor programs; and (5) coordination and information sharing among agencies and organizations. Part 3 discusses the roles and responsibilities of federal, state, and local governments; public school systems; human service agencies; parents, families, and advocacy groups; and Texas citizens. The final part describes projects sponsored by the commission, including a call-in radio program, a live interactive television workshop, community interventions, and a study of mental health among college students. Notes and resources are appended. (TE)

ED 325 824 CS 010 311

Gill, J. Thomas, Jr.
The Development of Word Knowledge as It Relates to Reading, Spelling, and Instruction.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cognitive Style; Elementary Education; Individual Development; *Invented Spelling; *Reading Comprehension; *Reading Instruction; *Reading Research; Spelling Instruction; *Word Recognition; Writing Instruction
IDENTIFIERS- Reading Behavior

The question of how children come to understand how the orthography of English works has been a central issue in reading research for well over 100 years. Reading educators have developed what they believe to be helpful conclusions and explanations for the development of orthographic word knowledge as it relates to reading, writing, and instruction. Their position is that children's invented spelling, or spelling errors, are indicative of their tacit understanding of the alphabetic principles of written language--the knowledge that would be used to spell or recognize a nonsense word. Reading educators have become convinced that a centralized word knowledge is used for both spelling and word recognition. Further, reading educators believe that the development of this word knowledge is consistently stage-like across all children but that the rate and ease of its progression varies with each individual. Finally, reading educators contend that instruction is all important in learning to read, but that it can only affect the ease with which children learn to read rather than the way they learn. Children learn to read with varying degrees of ease and speed depending upon the congruence between what the teacher presents and what the mind requires. (Two figures are included; 34 references are attached.) (RS)

ED 325 856 CS 212 567

Kougl, Kathleen M.
Hearing Voices through Literary Works.

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Fiction; Literary Styles; Literature; Metaphors; Perspective Taking; *Speech Communication; Story Telling
IDENTIFIERS- Communication Behavior; Literary Response; Perceived Reality; Voice (Rhetoric)

What is the difference in the stories that literary artists tell and the stories others tell? Some writers feel literary artists are able to realize the meaning of experience in a fuller way and shape their realizations into a work of fiction. Others feel that the writer does not invent the work but rather discovers it. Using fiction in communication research has been criticized because it is not real, and it cannot be proven whether it affects life or reflects it. What fiction can say depends on what metaphor is used to guide listening. The metaphor of "fiction as world" sees fiction as a unique world created by a novelist and peopled by characters living out their lives. In effect, the author makes the reader see the actual world through the new perspective offered within the world of the work. The metaphor of "fiction as case study" sees fiction as a source for detailed narratives of a given case. Authors create characters enmeshed in a fabric of social relationships living out their lives. Each metaphor suggests another way of encountering fiction for what it can suggest about communication. Fiction is another way of knowing and can suggest new ways of thinking about communication. (Fifteen references are attached.) (MG)

ED 325 873 CS 507 309

Jahn, Karon L.
Racist-Sexist-Hate Speech on College Campuses: Free Speech v. Equal Protection.
PUB DATE- 3 Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; *Equal Protection; *Freedom of Speech; Higher Education; Language Role; *Language Usage; *Social Problems; Student Rights
IDENTIFIERS- Communication Behavior; *Fourteenth Amendment; Offensive Speech; *Speech Restrictions (Colleges); Supreme Court

On college campuses today, the debate rages over whether self-restraint and tolerance for nonconformity is overriding a need to protect certain individuals and groups from objectionable speech. Some administrators, students, and alumni wish to prevent "bad speech" in the form of expressions of racism, sexism, and the like. Advocates for limiting "bad speech" argue that such expressions do not deserve first amendment protection because the messages cause irreparable harm and are meant to do so. Some researchers argue that the right to privacy which has been identified within the equal protection clause of the fourteenth amendment can limit sexist-racist-hate speech, but the Supreme Court's integrationist reading of the clause contradicts such a view. More speech, not less, is needed to break down the walls of classification, educate others, and provide for equality. Banning hate speech creates an exception to the first amendment which denigrates its meaning. Equality in the pursuit of education will come from a lively discussion of cultural differences, historical happenings, and contemporary uses of language. To force students to refrain from using certain words would deny an opportunity to explore the meaning of equality and understanding, which a tolerant society must not allow. (Forty notes are included.) (SG)

ED 326 002 EC 232 605

Alliance for Gifted and Talented of North Carolina, Inc.
Independent Living Skills: Functional Curriculum Materials.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum; *Daily Living Skills; *Disabilities;
  Elementary Secondary Education; *Independent Living;
  *Instructional Materials; *Self Care Skills

The paper defines independent living skills for persons with disabilities and gives samples of a variety of curricular materials available to teach these skills. Frequently asked questions (e.g., how are independent living skills related to survival or coping skills?) and answers precede the listing of 71 commercially available curriculum materials. Materials are listed alphabetically by publisher. Provided for each material is title and subject area, author, format, level, and cost. Formats include books and workbooks, signs and cards, games, audiocassettes, and software. Addresses and phone numbers of publishers are also listed. Seven references are included. (DB)

ED 325 666 CE 056 241

Carroll, Barry J.
Department of Education, Washington, DC.
Talking with Business. The Views of 101 Top Executives of Smaller Businesses on Their Role in Supporting Non-Profit Activities and Partnerships with Schools.
PUB DATE- 85
NOTE- 46p.; Supported by Katy Industries, Inc., International Metals and Machines, Inc., and American Machine and Science Inc.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Responsibility; *Corporate Support; Educational Finance; Elementary Secondary Education; Employer Attitudes; *Incentives; Industry; Interviews; *Motivation; *Private Financial Support; *School Business Relationship; *School Support; Small Businesses; Social Services
IDENTIFIERS- *Partnerships in Education

A study identified motivations and disincentives for business philanthropy among 101 small and medium-sized corporations operating nationwide, as revealed through interviews conducted with their executives from March through August 1984. Discussions identified several principal incentives to encourage corporate support of community services and education: tax incentives, public recognition for corporate efforts, clear communication of community needs and priorities, and leadership by various levels of government. Principal disincentives to corporate involvement were administrative time and costs, adverse economic conditions, drawing of resources from the firm's main business activities, and difficulty of measuring and monitoring results. Factors that recently influenced business philanthropy were businesses' endorsement of a broad concept of social responsibility, federal encouragement of greater private sector involvement, and concern about the inadequate development of basic skills among entry workers. For many, the marginal cost of giving, in after-tax dollars, had a major effect on the inclination to make contributions. Another large segment said they would be unaffected. Public policy implications and recommendations for federal, state, and local government units were identified. (The interview protocol and 12 references are appended.) (YLB)

Missouri Univ., Columbia. Instructional Materials Lab.
Consumer Education. Performance Objectives and Criterion-Referenced Test Items.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Oct 89
NOTE- 306p.; For related documents, see ED 318 855-858 and CE 056 301-305.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; Conservation (Environment); *Consumer Education; *Criterion Referenced Tests; Entrepreneurship; Home Economics; *Home Management; Leadership; *Money Management; Occupational Home Economics; Secondary Education; Small Businesses; *Test Items

To assist instructors in implementing Missouri's Vocational Instructional Management System into the Consumer Education semester course, this guide sets forth the competencies that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. A minimum of two performance objectives per competency are provided. The objectives were developed and validated for the competency by instructors with expertise in the area of consumer education. For each competency one criterion-referenced test item is also provided. Competencies are presented in 14 duty areas: making informed choices; managing family income; meeting personal grooming and clothing needs; meeting transportation needs; meeting housing needs; furnishing and maintaining a home; arranging for professional services; conserving resources; obtaining financial assistance; planning for the future; recognizing the citizen's role in our economy; recognizing careers in consumer education; identifying types of small businesses; and developing leadership through Future Homemakers of America. A list of 15 resources is provided. (YLB)

ED 325 759 CG 022 912

Scotti, Joseph R.; And Others

Applied Behavior Analysis in the Treatment of Severe Psychiatric Disorders: A Bibliography.

PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Disorders; *Mental Disorders; *Personality Problems; *Psychiatry; *Research Needs; *Schizophrenia; Scholarly Journals; Trend Analysis

Clinical research in the area of severe psychiatric disorders constituted the major focus for the discipline of applied behavior analysis during the early 1960s. Recently, however, there appears to be a notable lack of a behavioral focus within many inpatient psychiatric settings and a relative dearth of published behavioral treatment studies with this population. To examine this trend, a review was conducted of nine journals, within the behavioral literature, which deal with the treatment of severe psychiatric disorders (including schizophrenia, psychotic disorders, dissociative disorders, and personality disorders, among other diagnostic categories). A total of 256 articles published between 1963 and 1988 were reviewed and findings on 9 separate variables were reported. The data indicated that behavioral treatment studies concerned with severe psychiatric disorders significantly decreased in frequency over the past 10 years, following a peak of interest during the 1970s. Subsequent analyses suggest that research in the area of anxiety disorders has replaced the early focus of behavioral researchers on the severe psychiatric disorders. Following an introductory discussion, the bulk of this document consists of the source list or bibliography of the 256 articles identified in the review. (NB)

ED 325 808 CS 010 295

Wikstrom, Marilyn

Whole Language for Disabled Readers.

PUB DATE- 90
NOTE- 12p.; Paper presented at the Annual Iowa Reading Conference (Des Moines, IA, April 5-7, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Intermediate Grades; Junior High Schools; Middle Schools; Newspapers; *Poetry; Reading Comprehension; *Reading Difficulties; *Remedial Reading; *Student Motivation; Thematic Approach; *Whole Language Approach
IDENTIFIERS- Middle School Students; *Reading Motivation

Reading instruction for the middle school disabled reader must vary from the way it has been taught in the student's past. Experiences using theme reading, poetry, scavenger hunt instruction cards, newspapers, and trade materials which form complete thought units prevent the reading task from becoming the isolated skills instruction of the past. Motivation will only develop if the student is interested in the material and if the content is new and not a repeat of earlier training. Reading material should be at the student's instructional level. Teachers will also be motivated by new and innovative content and the interest students demonstrate. (Three figures demonstrating different teaching activities are included.) (RS)

Henney, Maribeth

Literature-Based Theme Units.

PUB DATE- Jul 90
NOTE- 17p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary Education; Instructional Innovation; Interdisciplinary Approach; *Reading Instruction; Teaching Methods; *Thematic Approach; *Whole Language Approach

With the current emphasis on whole language, the use of children's literature as the basis for reading instruction is widespread. Theme units have been suggested as one way to provide stimulating opportunities for children to explore and learn. Whole language based literature theme units emphasize process more than product. Units are designed to encourage students to use information from literary, scientific, and historical bodies of knowledge of the past and present, and to speculate about the "what-ifs" of the future. Units may be organized in various ways, for example, by topic, genre, author, literary devices, vocabulary and language; and by having students read a whole text and then discuss it. A variety of resources and materials can be incorporated into unit study. Teachers first need to consider the content they wish to convey and the type of unit to be taught, and then plan appropriate activities to achieve their goals. Literature-based theme units are a way to immerse children in reading and enable them to use this reading in interesting, meaningful, relevant activities. (Thirty-seven references are attached.) (RS)

ED 325 905 EA 022 279

Redding, Sam
Academic Development Inst., Chicago, IL.
Alliance for Achievement: Building the Value-Based Community.
PUB DATE- 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Achievement; *Community Cooperation; *Community Schools; Cooperative Planning; Educational Development; Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Participative Decision Making; *Public Schools; Relevance (Education); School Community Relationship; School Restructuring
Never has the public school been asked to merely educate its students for their own benefit--a benefit determined by students' families and teachers; instead, the public schools have been expected to pursue loftier, more abstract aims that are remote to those they serve. If educational values should be determined by those responsible for children's education--particularly their parents and teachers--then process must be provided for these people to articulate their values by creating a school community. The school's constituents (administrators, teachers, students, and parents) can form this community by: (1) adopting a core of educational values; (2) transforming these values into goals and acting on them; and (3) establishing associations with one another to enhance goal achievement. The school community can unleash the family's power to boost the academic development of children, provide a safety net of support for children of negligent or disadvantaged parents, and energize teachers in their dedication to explicit aims. This document not only explores the school community meaning and the educational values on which it is premised, it also details the means by which it is created and sustained. The Franklin Elementary School Community's constitution is appended. (27 references) (KM)

ED 325 920 EA 022 389

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
A Study of the Impact of the Revised Education Options Admissions Policy, 1988-89. OREA Report.
PUB DATE- Sep 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; *Access to Education; *Admission Criteria; *Dropout Rate; High Schools; Program Evaluation; *School Choice; *School Policy; Transfer Students
IDENTIFIERS- *New York City Board of Education

Educational Options Programs are special (New York City) high school programs centered around various career areas. Students must apply to these high schools or programs to attend. During 1987-88, the admissions policy was revised to increase program access. The revised policy mandated that half of each entering class (9th and 10th graders) would be randomly selected by computer, and the other half selected by the school. Reading requirements were also altered. The Office of Research, Evaluation, and Assessment (OREA) conducted a study examining the continuing progress in 1988-89 of the Educational Options students first admitted under the revised admissions policy during their second year of high school. This report reviews the achievement of randomly assigned and school-selected students, noting patterns continuing from the first to the second program year. The report also presents results of a survey that sampled the attitudes of school personnel administering the Educational Options programs. Findings showed that dropout rates for both student groups were well below the citywide average. Transfer rates were higher than dropout rates for both groups. Selected students maintained higher attendance and mathematics achievement rates than did the random group. Considerable variations in achievement patterns were observed across the city. Options program staff's initial apprehensions regarding randomly assigned students' performance were generally not supported by the data. An appendix with data tables is included. (MLH)

Dunlap, Diane M.
Formal and Informal Mentorships for Aspiring and Practicing Administrators.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Mentors; *Staff Orientation; *Theory Practice Relationship
IDENTIFIERS- *Informal Learning

Formal mentorships should help new and aspiring administrators, yet there is little evidence about what works and what does not work in such programs. The study summarized in this paper explores demographic, relational, and operational characteristics of mentor dyads in both formal programs and informal pairings of aspiring and practicing administrators with more experienced administrators. Using multiple data collection methods (data comparisons, demographics analysis, and structured interviews), two populations were studied--40 pairs of practicing and prospective administrators participating in a statewide formal mentorship program and a stratified random sample of administrators pursuing naturally evolving mentoring relationships. Characteristics of formal and informal mentorships were found to be similar to mentorships in other occupations, though relational characteristics were the controlling factors in establishing a successful mentorship dyad. Traits of trust, mutual respect, openness, commitment, and friendship were reported as the most critical relational factors. Most dyads in both populations stressed professional aspects of their relationship over personal aspects. Where choice of partner existed, formal mentorships were rated as more successful than formal arrangements without choice. Informal mentorships, built on choice from the beginning, were rated more highly than the formal mentorships. Clearly, formal mentorships can benefit both mentors and proteges. Six aspects of successful formal programs are recommended. Six tables present survey data. (11 references) (MLH)

ED 325 987 EC 232 490

Neilson Associates Pty. Ltd., Melbourne (Australia).
Ten Year Plan for the Redevelopment of Intellectual Disability Services: Consumers' Guide. Final Report.
SPONS. AGENCY- Victoria Dept. of Community Services, Melbourne (Australia). Office of Intellectual Disability Services.
PUB DATE- Aug 88
NOTE- 33p.; For the complete report, see EC 232 489.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Day Care; *Community Programs; Community Resources; *Deinstitutionalization (of Disabled); Financial Support; Foster Care; Group Homes; Home Programs; Housing Needs; *Independent Living; Legal Problems; *Mental Retardation; *Normalization (Handicapped); *Personal Autonomy; Professional Education; Psychiatric Services; Transportation; Vocational Education; Work Experience Programs

This consumers' guide provides an easily understandable, large print summary of the recommendations in a 10-year plan for changes in services to people with intellectual disabilities in Victoria, Australia. Twenty of the 250 recommendations of the plan are given in simplified language accompanied by illustrations, including recommendations for: access to services; case managers; alternate residential arrangements; assistance with renting and purchase of homes; provision of in-home services; foster families; specialist support; reduced reliance on training centers; legal services; support for psychiatric illness; job training as well as work experience, on-the-job training and on-the-job support; adult day training centers; access to government jobs; access to sport and leisure programs; access to public transportation; training for staff, employers, and parents; and increased financial support. Fifteen expected results of implementation of these recommendations are also noted. (RM)

ED 326 018 EC 232 622

Commission on Civil Rights, Washington, D.C.

Medical Discrimination against Children with Disabilities. A Report of the U.S. Commission on Civil Rights.

PUB DATE- Sep 89
NOTE- 526p.; Pages reprinted from the Federal Register contain small, sometimes faint, print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; *Civil Rights; Court Litigation; Decision Making; *Disabilities; Economic Factors; *Equal Protection; Federal Legislation; Food; Incidence; Infants; *Medical Services; Nutrition; Physicians; Quality of Life; Social Discrimination; *Termination of Treatment; Young Children
IDENTIFIERS- *Child Abuse Amendments 1984; Rehabilitation Act 1973 (Section 504)

This report, prepared pursuant to Public Law 98-183 (Child Abuse Amendments of 1984), examines the nature and extent of the practice of withholding medical treatment or nourishment from infants born with disabilities and makes recommendations to remedy deficiencies in existing law. Evidence suggests that decisions to withhold medically indicated treatment continue to occur despite being prohibited by federal law. The report discusses the effect of the relationship between parents and physicians on decisions to withhold medically indicated treatment; examines the role of quality of life assessments and economic considerations in medical nontreatment decisions; addresses whether the Child Abuse Amendments of 1984 and Section 504 of the Rehabilitation Act of 1973 have been properly implemented and enforced; reviews state laws and Constitutional issues; reports on the incidence of discriminatory denial of medical treatment; explores whether child protective services agencies and hospital infant care review committees are fully complying with the Child Abuse Amendments; and considers whether medical discrimination against children with disabilities is part of a larger problem involving discrimination in the provision of medical treatment to persons with disabilities of whatever age. Appendices contain state-by-state evaluations of child protective services agencies; replies of affected federal agencies to the report's findings; and documents relating to legislation, regulations, and court litigation. (JDD)

ED 325 890 CS 507 331

Martin, Matthew M.; Rubin, Rebecca B.
The Development of a Communication Flexibility Scale.
PUB DATE- Nov 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication Research; *Communication Skills; Higher Education; *Rating Scales; *Test Reliability; *Test Validity
IDENTIFIERS- *Communication Competencies

Behavioral flexibility has long been recognized as an essential component of communication competence. A study served to develop a communication flexibility scale and corresponding validity and reliability information, and examined the relationship between communication flexibility and related constructs. The Communication Flexibility Scale demonstrated acceptable levels of reliability. In addition, communication flexibility was positively related to social desirability, communication adaptability, and behavioral flexibility and unrelated to rhetorical sensitivity. (One figure and three tables of data are included.) (Author/SR)

ED 325 971 EA 022 473

Oregon State Dept. of Education, Salem.
Business-Education Partnerships in Oregon: Update 1990.
PUB DATE- Sep 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Awards; *Cooperative Education; Cooperative Programs; Educational Cooperation; Elementary Secondary Education; Private Sector; Program Effectiveness; Program Evaluation; *School Business Relationship
IDENTIFIERS- *Oregon; *Partnerships in Education

Examples of successful, innovative business-education partnerships are described. Contents include historical background, state-level studies, initiation and implementation, model Oregon programs, and future trends of partnerships. A conclusion is that partnerships are necessary to meet the challenges presented by rapid social change, demands for work force equality, and international competition. A 12-item annotated bibliography and the state superintendent's award application form are included. (LMI)

ED 325 619 CE 054 983

Sarmiento, Anthony R.

Organized Labor's Participation in State Workplace Literacy Initiatives.

PUB DATE- Apr 90

NOTE- 6p.; Paper presented at the National Conference on State Literacy Initiatives (3rd, Harrisburg, PA, April 2-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Illiteracy; *Labor Education; *Literacy Education; Nonschool Educational Programs; State Programs; *Unions

IDENTIFIERS- *Workplace Literacy

The literature shows that state federations of labor should be, and many are, actively involved in current state literacy initiatives. The United States must develop a coherent and comprehensive system of lifetime education. This will require a greater commitment of public and private resources to education and training. Too many employers are reluctant or unwilling to provide training to the majority of their employees who are not managerial or supervisory workers. The number of employers who are conducting workplace literacy programs has increased, but most still see no need for such programs. However, providing education and training to workers is a sound business investment. On the other hand, unions in the manufacturing, service, building, and public sectors have expanded worker education and training programs to unprecedented levels. Workers and their unions must be involved from the very beginning in all aspects of designing and implementing a workplace education and literacy program. Unions will not accept a role limited to recruiting learners. A critical first step to establishing a workplace education or literacy program is for an employer and union to identify the specific objectives of the proposed program. Worker-centered or learner-centered approaches are best for both the employer and the employee. Quotations from bibliographic sources are interspersed throughout the text. (16 references) (YLB)

ED 325 651 CE 056 209

Spoek, Frits
Careers Guidance in the Netherlands.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Guidance; Counselor Role; *Educational Practices; Foreign Countries; Guidance Centers; Guidance Objectives; Guidance Personnel; *Guidance Programs; Linking Agents; Postsecondary Education; *Program Implementation; *School Guidance; Secondary Education
IDENTIFIERS- *Netherlands

This article summarizes recent information on the changing role of professional guidance and the linkages between different services in the Netherlands. The article is organized in three sections. Section 1 highlights some fundamental characteristics of the Dutch educational system. Section 2 examines the structure of the existing guidance services in the Netherlands. Of particular note are: (1) the location of guidance services; (2) the focus of the services; (3) the range of guidance activities; (4) the financing of the services; and (5) staffing and training. Section 3 examines two new initiatives of linkages: (1) regionalization of career service institutions and education-employment liaison; and (2) the establishment of rural service centers. A glossary of acronyms is included. (KC)

ED 325 681 CE 056 262

Colesworthy, Robert
Missouri Univ., Columbia. Instructional Materials Lab.
Introduction to Auto Mechanics. Auto Mechanics Curriculum Guide. Module 1. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 90
NOTE- 144p.; For related modules, see ED 317 715-716, ED 317 839, and CE 056 263-266.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Careers; Equipment; Hand Tools; *Industrial Arts; Learning Activities; Safety Equipment; Secondary Education; State Curriculum Guides

This module is the first of nine modules in the competency-based Missouri Auto Mechanics Curriculum Guide. Seven units cover: automotive chemicals and their use; basic automotive hand tools; specialty tools, fasteners, and precision measuring tools; power tools and shop equipment; safety clothing and equipment; shop operation; and careers in auto mechanics. Introductory materials include a competency profile and cross-reference table that shows how competencies relate to instructional objectives and test items. Each unit consists of some or all of these components: objective sheet with unit and specific objectives; cover sheet with content outline and list of references; information sheets; assignment sheets; and unit test with answer key. (YLB)

ED 325 697 CE 056 282

Sloan, Garry
Missouri Univ., Columbia. Instructional Materials Lab.
Electrical Procedures and Environmental Control Systems. Building Maintenance. Module IV. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Mar 90
NOTE- 254p.; For related modules, see ED 315 656 and CE 056 280-284.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; *Buildings; Building Trades; Competency Based Education; *Electrical Systems; *Electricians; Electricity; Electric Motors; *Heating; Job Skills; Learning Activities; Lighting; *Maintenance; Repair; Secondary Education; State Curriculum Guides; Thermal Environment; Trade and Industrial Education
IDENTIFIERS- Missouri

This curriculum guide, one of six modules keyed to the building maintenance competency profile developed by industry and education professionals, provides materials for two units on electrical procedures and environmental control systems. Unit 1, on electrical procedures, includes the following lessons: electrical safety; troubleshooting and replacing outlets, switches, fuses, breakers, and fixtures; cut, ream, bend, and connect conduit; wiring circuits; low-voltage wiring; using electronic test equipment; and making minor repairs and changing light bulbs. In unit 2, which deals with servicing environmental control systems, are the following lessons: adjust/replace belts; electric motors; clean/replace heating elements--gas; clean/replace heating elements--electric; clean condensing unit; clean evaporator coil; check and clean flues; and replace furnace and cooling filter. Each lesson includes some or all of the following color-coded components: performance objectives, information sheets, transparency masters, handouts, assignment sheets, job sheets, lesson tests, and answer key. (YLB)

Long, Vonda O.
Gender-Role Conditioning and Women's Self-Concept.
SPONS. AGENCY- New Mexico Univ., Albuquerque.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adults; Conditioning; Employed Women; Family Violence; *Females; Graduate Students; Higher Education; Locus of Control; *Mental Health; *Predictor Variables; Professional Personnel; *Self Concept; *Sex Role
IDENTIFIERS- *Masculinity

While current research is beginning to suggest that it is masculinity that correlates with mental health, results are inconclusive and studies have primarily focused on limited measures of mental health. This study incorporated multiple measures of self-concept in an analysis of the relationship between sex-role orientation and mental health of women. Subjects (N=293) were female professionals, graduate students, mental health clients, and victims of domestic violence from five regions of the United States. Subjects completed four subscales from the Personal Orientation Inventory, the Tennessee Self-Concept Scale, Rosenberg's self-esteem scale, Rotter's Internal-External Locus of Control Scale, the Bem Sex Role Inventory, and a demographic data sheet. The results indicated a strong, positive correlation between masculinity and all six measures of self-concept as well as internal locus of control. Results suggest that females high in masculinity (and subsequently either a masculine or androgynous sex role orientation) are more likely to have a better self-concept, including more inner-directed support, self-regard, self-acceptance, and self-esteem; more internal locus of control; a higher level of education; and a more professional occupation than their feminine and undifferentiated counterparts who reflect low masculinity. (NB)

ED 325 953 EA 022 441

Knip, Hans; Van der Vegt, Rein

Differentiated Responses to a Central Renewal Policy: School Management of Implementation.

SPONS. AGENCY- Foundation for Educational Research, Utrecht (Netherlands).
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Change Strategies; *Educational Innovation; *Educational Policy; Elementary Education; Foreign Countries; Leadership Styles; *Linking Agents; Organizational Change; Preschool Education; *Principals; *Program Implementation; Resistance to Change; School Organization; Student Needs
IDENTIFIERS- *Netherlands

The Netherlands' New Basic School was implemented in the mid-1980s to increase individualized instruction and curriculum differentiation in the earliest grades and to improve schools' capacity to serve students with varying learning needs and ethnic and socioeconomic backgrounds. Under the plan, preschools and primary schools were brought together, combining professionals with quite different orientations and training. This paper reports on a study examining educators' implementation of this comprehensive change in 25 schools. The report shows how principals developed coherent change scenarios (for transformation, partial change, or description of current practices) that blended the local implementation agenda with temporary structural arrangements facilitating change. The principals' design of local scenarios reflects the contexts of national policy, the local community, and the school's internal environment. As social systems, schools are not well equipped to handle continual change and innovation. Implementation of complex innovation necessitates new coupling patterns or puts existing weak couplings under pressure. Scenarios for change may be viewed as a response pattern, a school's adaptation to an external policy maker's intervention. Change scenarios should also be conceived as an outcome of self-reflection and organizational self-production. Policy linkage then becomes an active process in which schools (re)produce and transform themselves as organizations. (Eight references) (MLH)

ED 326 003 EC 232 606

Alliance for Gifted and Talented of North Carolina, Inc.
Social Skills.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Disabilities; *Educational Media; Elementary Secondary Education; Evaluation Methods; *Instructional Materials; *Interpersonal Competence; Intervention; Self Care Skills; *Special Needs Students; Student Evaluation

The packet reviews the assessment and teaching of social skills to persons with special needs and lists a variety of resources and readings. Definitions are provided for seven key terms (e.g., adaptive behavior, behavior disorder, social skills). Frequently asked questions addressing assessment and intervention are answered. Assessment by means of direct observation, commercial instruments, and informal checklists is discussed. A total of 23 resources are listed including publishers, videotapes, multimedia programs, audiovisual materials, games and kits, and print materials for learners. Twenty readings are also listed. (DB)

ED 326 034 EC 232 649

Allington, Richard L.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.

Curriculum and At-Risk Learners: Coherence or Fragmentation?

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- Mar 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - Serials (022)
DESCRIPTORS- *Curriculum; Curriculum Development; Elementary Secondary Education; *High Risk Students; Integrated Activities; Language Arts; Literacy Education; *Reading Difficulties; *Reading Instruction; *Regular and Special Education Relationship; *Remedial Instruction; Special Education

At-risk children's acquisition of reading skills can be accelerated if they are provided with more and better instruction than is given their peers who seem to acquire reading rather easily. One aspect of better instruction is a coherent curriculum plan that provides learners with sets of activities that link together and foster learning. Children who participate in remedial and special education programs often are confronted with a fragmented reading curriculum, though they are the very learners who most benefit from a coherent curriculum plan. Remedial and special education programs should build upon, extend, reinforce, and balance the classroom lessons. Coherent curriculum plans identify the reading/language arts curriculum from which all children will work, create opportunities for the development of "shared knowledge" among all professional staff, and foster a collaborative planning and teaching environment. A strategy is offered that leads to development of coherent curriculum plans, to be applied by either the classroom teacher or a specialist teacher. A sample format for 1 week of lessons coordinated between classroom and remedial instruction is appended to the article. This issue also includes brief reviews of resources grouped into the following categories: Current Citations; Research Briefs; Assessment; Resources; Instructional Material; and Software. (JDD)

ED 326 051 FL 018 969

Scliar-Cabral, Leonor; And Others

The Role of Context to Guarantee the Optimization of Linguistic Communication.

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; *Context Clues; Error Patterns; Foreign Countries; *Illiteracy; *Language Processing; Language Research; Linguistic Theory; *Literacy; Phoneme Grapheme Correspondence; *Phonology; *Portuguese; Uncommonly Taught Languages
IDENTIFIERS- Brazil

This study investigated the relative ability of literate (n=24), semi-literate (n=45), and non-literate (n=21) adults to erase the initial consonant or vowel from non-words and pronounce the remaining phonemes. It was hypothesized that difficulty in removing the initial consonant from the vowel with which it coarticulates is due not only to perceptual immaturity but also, and primarily, to undeveloped metaphonological abilities only acquired with literacy. Results indicate that the literate subjects did not completely succeed in erasing initial consonants, and none of the groups succeeded in completely erasing the initial vowel. Semi-literates performed poorly, confirming non-mastery of phoneme-grapheme correspondence rules. Error patterns suggest that (1) illiterate and semi-literate subjects could not properly follow instructions and were compelled to seek the word's meaning, the goal in natural communication; and (2) repetitions and perseverations indicate only the shallowest physical decoding (echoic response). It is concluded that while the results do not fully confirm the hypothesis, they demonstrate the effect of mastering the alphabetic code on the ability to adhere to the instructions and to the decontextualized acoustic signal. (MSE)

Kain, Craig D.
American Association for Counseling and Development, Alexandria, VA.
No Longer Immune: A Counselor's Guide to AIDS.
PUB DATE- 89
NOTE- 294p.; For individual sections, see CG 022 898-022 901.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) a
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Caregivers; *Client Characteristics (Human Services); Coping; *Counseling Techniques; Counselor Role; *Counselors; Well Being

This book was written to educate and inform those in the helping professions on how to deal with Acquired Immune Deficiency Syndrome (AIDS). It explores how to improve the physical, mental, and spiritual well-being of human immunodeficiency virus (HIV) positive individuals, emphasizing recognition and acceptance of the person behind the illness and conveyance of that acceptance to the individual. This counselor's guide is divided into four sections. The first section provides a foundation for the rest of the book. The second section is devoted to issues arising from working with specific populations. Section 3 examines special issues (psychoneurological issues, working with families, hospice, and spiritual issues) for people with AIDS and section 4 examines special issues for counselors, issues that directly affect the caregiver. The book concludes with a list of resource organizations (including phone numbers and addresses) of: (1) community-based AIDS service organizations; (2) U.S. Governmental agencies; and (3) national private sector agencies. This list was compiled using "AIDS Lifeline," the National AIDS Network Directory of AIDS Education and Service Organizations. (NB)

ED 325 825 CS 010 312

Rauch, Sidney J.
Motivation as Creating the Desire To Read.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Motivation Techniques; *Reading Attitudes; Reading Improvement; Reading Instruction; *Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Reading Motivation

Motivation is the key to learning. It can overcome most physical, emotional, and cultural obstacles. But no one, as yet, has supplied the best approach because individuals differ. However, there are some things that all teachers can do to create a desire to read in their students. They are: (1) know the students and be concerned about them; (2) provide a stimulating environment; (3) recognize the "success" factor; (4) provide different ways of reporting on books; (5) use multi-media; (6) use peer influence; (7) individualize instruction where possible; and (8) be well-informed. (SR)

ED 325 857 CS 212 568

Ford, Ivan
How To Build a Strong Journalism Program in a Small School.
PUB DATE- Oct 90
NOTE- 6p.; Paper presented at the Annual Meeting of the Journalism Education Association (Indianapolis, IN, October 25-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *High Schools; High School Students; *Journalism Education; *Program Development; School Size; *Small Schools; *Student Publications
IDENTIFIERS- Advisor Role

This paper provides 11 steps on how to build a strong journalism program in a small high school. The categories discussed include: what is meant by a strong program; particular problems of small schools; additional problems affecting schools regardless of size; the advisor; the program; the staff; facilities and equipment; work environment; publications; money; and flexibility. The paper suggests that the publications course ideally should be 1-year long and that students not be permitted to drop at the semester. (MG)

ED 325 874 CS 507 310

Loge, Peter

Black Participation in Intercollegiate Debate: A Quantification and Analysis.

PUB DATE- 3 Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Achievement; Black Community; *Black Students; Communication Research; *Debate; Higher Education; Intercollegiate Cooperation; Minority Groups; *Persuasive Discourse; Public Speaking; Speech Communication
IDENTIFIERS- *Cross Examination Debate Association; Debate Tournaments; United Negro College Fund

A study investigated the level of black participation in the Cross Examination Debate Association (CEDA) to discover means of increasing and improving black student involvement in forensic activities. Of 64 schools reporting that they compete in CEDA, only 22 reported having black debaters on the team. Additionally, these schools reported a total of only 40 black debaters, of whom 22 were novice, 10 junior varsity, and only 8 varsity. Even more telling, only nine schools reported that their black debaters won speaker awards and only two schools stated that their black debaters frequently reached the elimination rounds of large tournaments. Furthermore, only three blacks were scholarship recipients. Findings suggest that the most notable barriers to black participation in debating events include the perception that involvement requires "selling out" to the white community, the fact that entry level opportunities are located predominantly in white areas, the time commitment which makes it impossible for nationally competitive debaters to hold a job, and the fact that public speaking in the black community is channeled toward the religious community. Finally, increased participation can be achieved by getting more black assistant coaches and directors to disseminate information to black students, by bringing in the African-American community through differentiated topic selection, by earmarking more scholarships for black debaters, by working more closely with the United Negro College Fund, or by setting up a debate league for historically black colleges. (KEH)

ED 325 972 EA 022 474

Oregon State Dept. of Education, Salem.
Educational Assistants: Suggested Personnel Policy Guidelines for School Districts.
PUB DATE- 90
NOTE- 33p.; A publication of the Personnel Management Advisory Committee.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; Job Training; Occupational Information; *Paraprofessional School Personnel; *Personnel Management; *Personnel Policy; Personnel Selection; Qualifications; *School Districts; Staff Development; Staff Orientation
IDENTIFIERS- Oregon

Personnel policy guidelines to enhance the use of educational assistants are provided in this publication. Suggestions are offered for local program development based on statutory guidelines, Oregon Administrative Rules, and local board policy. Contents include a definition of "educational assistant," job qualifications, application and hiring training, supervision, and evaluation. Appendices include descriptions of seven assistant positions and an employee performance evaluation form. (LMI)

ED 325 636 CE 056 145

Hotchkiss, Lawrence; Smythe, John
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
JTP Ohio Employer Attitudes and Opinions and Employer-Employee Agreement Regarding Work History.
SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.
PUB DATE- 88
NOTE- 46p.; For related documents, see CE 056 144-147.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Literacy; Data Collection; Employee Attitudes; *Employer Attitudes; Employment Programs; *Job Training; *Labor Turnover; Literacy Education; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Research Problems; *State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

A two-part survey of Ohio employers of JTP (Job Training Partnership) Ohio Title IIA participants asked 497 employers about: (1) their attitudes and opinions toward JTP Ohio and their participation in JTP programs (272 responses) and (2) employment and earning data for Title IIA participants who worked in the firm after ending their JTP training (326 responses). Analysis of the data found that, overall, the employers hold a moderately favorable opinion of JTP and JTP participants as employees. Nearly 52 percent of the employers would be "very likely" and 35 percent would be "somewhat likely" to continue hiring JTP trainees. Employers also said that JTP trainees are a good source of skilled labor and that the benefits of participation in the program outweighed the costs. On the other hand, employers believed that JTP participants are below average in mathematics skills and they need more on the job training and more supervision than nonparticipants. The most important reasons for employer participation in JTP are wage subsidy and lowered recruitment costs. Part two of the study was a survey of 4,012 completers of JTP Ohio training programs. There were many discrepancies between employee- and employer-reported data on employment dates, wages, and reasons for job leaving. Recommendations were made to enhance the job program and to improve data recording instruments. The employer and employee survey instruments are appended. (KC)

ED 325 652 CE 056 211

Department of the Army, Washington, D.C.
Experience for Hire. Closing the Skills Gap with Army Alumni.
PUB DATE- 90
NOTE- 30p.; Two-tone graphs may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Employment Opportunities; Employment Practices; Employment Projections; *Futures (of Society); *Military Personnel; Military Training; *Personnel Needs; *Personnel Selection; *Recruitment
IDENTIFIERS- *Army

As the baby-boom generation ages, fewer new workers will be available to fill jobs in U.S. companies. Many of the young workers who are available lack basic skills. Although the educational system must be reformed to remedy this problem, that will take time. Meanwhile, employers need other ways to maintain staffing and productivity. They could go outside the United States to recruit workers, or they could add more automation to reduce the need for workers. An easier solution, however, would be to hire Army alumni to fill their jobs. The Army produces trained personnel who have job skills, are literate, and have good work habits. Employers who hire Army alumni will get productive workers without providing extensive training. Employers can find Army alumni to hire through a new Army Career and Alumni Program. They can also use additional government resources. Most important, companies can encourage their personnel departments to look for Army alumni to fill job openings with skilled, dependable workers. Quotations from 13 sources are interspersed throughout the text. (KC)

ED 325 667 CE 056 244

Bloom, Howard S.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Back to Work. Testing Reemployment Services for Displaced Workers.
PUB DATE- 90
NOTE- 183p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) e
DESCRIPTORS- Cost Effectiveness; *Demonstration Programs; *Dislocated Workers; Employment Programs; Federal Aid; Federal Programs; Job Search Methods; Job Skills; *Job Training; Labor Force Development; *Outplacement Services (Employment); *Program Effectiveness; Program Evaluation; Program Implementation; Vocational Followup
IDENTIFIERS- *Job Training Partnership Act 1982; *Texas

This monograph presents results from a study of the Texas Worker Adjustment Demonstration, a 2,192-person randomized experimental evaluation of reemployment programs for displaced workers conducted at three Texas sites during 1984-85. It describes in detail: (1) the background, design, conduct, and content of the programs at each demonstration site; (2) the evaluation design, implementation process, data collection effort, and analysis; (3) factors that influenced participation in the program, with special emphasis on characteristics of the program intake process, participants' backgrounds, and available program services; (4) program impacts for men and for women, as well as other key subgroups, in terms of their future earnings, employment, and unemployment insurance benefits; and (5) program costs. The following key findings are reported: (1) a relatively inexpensive mix of job-search assistance and limited occupational skills training can be a cost-effective means of assisting some displaced workers; (2) program impacts for displaced female workers were substantial and sustained throughout the 1-year follow-up period, although they diminished continually over time; (3) impacts for men were appreciable, but much smaller and shorter lived than those for women; and (4) measured earnings impacts for women exceeded their program costs. Forty-six references and an index are appended. (YLB)

ED 325 713 CE 056 303

Missouri Univ., Columbia. Instructional Materials Lab.
Family Living and Parenthood. Performance Objectives and Criterion-Referenced Test Items.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Apr 90
NOTE- 76p.; For related documents, see ED 318 855-858 and CE 056 301-305.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Careers; Communication Skills; *Competency Based Education; *Criterion Referenced Tests; Entry Workers; *Family Life; Home Economics; Job Skills; Leadership; *Parenthood Education; Postsecondary Education; Secondary Education; Self Concept; Small Businesses; State Curriculum Guides; Student Organizations; *Test Items
IDENTIFIERS- Missouri

This guide was developed to assist home economics teachers in implementing the Missouri Vocational Instructional Management System into the home economics curriculum at the local level through a family living and parenthood semester course. The course contains a minimum of two performance objectives for each competency developed and validated by teachers with expertise in the area of family living and parenthood and one criterion-referenced test item developed and validated for each performance objective. Each performance objective consists of a given, a task, and criteria for successful completion of the task. Test item formats include true/false, multiple choice, and matching; answers are provided. Performance objectives and test items are provided for the following competencies: appreciating strategies for developing a positive self-concept; identifying communication skills; appreciating types of life-styles; appreciating factors influencing decisions and choices related to parenting; recognizing careers in family living and parenthood; identifying types of small businesses; and developing leadership through Future Homemakers of America. A 12-item resource list is also included. (KC)

ED 325 760 CG 022 913

Kurecka, Paul; And Others
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Survey of Former COC Enrollees, 1990-91.
PUB DATE- Nov 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; *High School Students; *Student Attrition; *Vocational Education

This study examined why high school students who had been enrolled in vocational classes at the Averill Career Opportunities Center (COC) in Saginaw, Michigan either did not enter or did not continue in classes there. COC staff identified 123 students who were originally scheduled to attend COC classes during fall 1990 but whose fall 1990 schedules did not contain COC courses. From these students, 75 were interviewed. The primary question asked of students was why they were once scheduled to attend COC classes but were no longer enrolled in those classes. Sixteen respondents reported that they needed additional classes for graduation; 11 reported a schedule conflict with either a job, a class, or extracurricular activities; 9 gave no reason; 8 reported needing some other classes but not for graduation; and 7 simply changed their minds. Secondary questions focused on the students' high school coursework and goals. The results revealed that most students intended to go to college and then begin a career. Most felt that their coursework was related to their goals and felt that they would be able to reach their goals. Based on these findings, several recommendations are made to school counselors who help students with class scheduling. The questionnaire is appended, and frequency of responses to individual questions is noted. (NB)

ED 325 777 CG 022 933

Dressel, Fred B.

Theorists and Chief Practitioners Recommend Books in Related Disciplines Which Master's Level Student Personnel Students Should Read.

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counselor Educators; *Counselor Training; *Graduate Students; Higher Education; Masters Programs; *Reading Material Selection; *Student Personnel Services; Student Personnel Workers

One aspect of the student personnel field which has not been researched is a list of the basic books in the fields related to the profession with which professionals-in-training should be familiar. This study sought to identify those books by surveying Chief Student Affairs Officers (CSAO) (N=45) and heads (N=58) of student personnel preparation programs listed as being most important for students in master's degree programs to read. Titles of books were checked to determine if they actually existed. Each book was assigned to the following categories based on the Library of Congress designation: management, counseling, higher education, research, college students, social issues, or student personnel. Results indicated there was not much agreement among respondents as to which specific books are most important for professionals-in-training to read, although there was more agreement on the category of books these students should be reading. Tables list the top 11 books related to student personnel; the categories of related books; choices by heads of programs approved and not approved by Commission XII; and choices of books by heads of programs, classified as administration, counseling, or student development. (ABL)

Wolcott, Ilene; Glezer, Helen
Australian Inst. of Family Studies, Melbourne.
Marriage Counselling in Australia: An Evaluation.
PUB DATE- 89
NOTE- 202p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling Effectiveness; *Counseling Services; Family Problems; Foreign Countries; Interpersonal Relationship; Longitudinal Studies; Marital Instability; *Marital Satisfaction; Marital Status; Marriage; *Marriage Counseling; *National Programs; Program Effectiveness; Spouses
IDENTIFIERS- *Australia

A study was conducted of the effectiveness of marriage counseling with respect to marital status and the long-term stability of relationships. Data were gathered from clients of approved Australian marriage counseling agencies (n=540) who took a pre-counseling survey during a 4-week period in October-November 1987 and a post-counseling survey 8 months later. To determine effectiveness, the study concentrated on the following outcomes: change in relationship status; change in level of commitment to relationship; satisfaction with counseling; and improvement in problem area, personal life, and viability of relationship. This book reports in detail the findings of this study. After an executive summary and introduction, part 1 provides an overview of marriage counseling in Australia, with chapters on: (1) the role of government in providing counseling services; (2) the role of marriage counseling agencies; (3) a definition of marriage counseling; (4) a review of the literature on the effectiveness of marriage counseling; and (5) the demographies of the users of marriage counseling. Part 2 delineates the pre-counseling survey results, including research design, procedures, and response rates; characteristics of participants; why clients came to counseling; expectations of counseling; and pathways to marriage counseling. Part 3 likewise delineates the post-counseling survey results, with chapters on the effectiveness of marriage counseling, client satisfaction, counseling outcomes, predictors of perceived counseling effectiveness, assistance from counseling, number and type of interviews, and perception of marriage counseling services. Part 4 discusses the cost-benefits of marriage counseling, while part 5 concludes the study with implications for policy, government departments, and marriage counseling agencies. References are included and instrumentation is appended. (TE)

ED 325 809 CS 010 296

Robbins, Edward L.; Thompson, Linda W.
Indiana Univ.-Purdue Univ., Indianapolis. Measurement and Evaluation Center for Reading Education.

Galveston Elementary School: A Study of a Sixth Grade Literature-Based Reading Program. Final Report.

PUB DATE- Sep 90
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Ability Grouping; *Childrens Literature; Comparative Analysis; Grade 6; Grouping (Instructional Purposes); *Instructional Effectiveness; Intermediate Grades; *Reading Instruction; Reading Research
IDENTIFIERS- *Literature Based Reading Programs

A study examined the effectiveness of a pilot literature-based reading program. Subjects, sixth grade students at Galveston Elementary School, were grouped into high, middle, and low ability groups containing 20, 25, and 13 students respectively. Reading instruction was provided during 45-minute class periods 5 times each week. Instruction centered on reading full-length texts of children's books considered appropriate for sixth graders. Subjects completed a reading attitude survey and a reading achievement test at the beginning and end of the school year. Qualitative data (classroom observations, interviews with students and teachers, and teachers' anecdotal records) were also collected and reviewed. Results indicate that: (1) many students had a better attitude toward reading at the end of the year than when they entered sixth grade; (2) the average reading achievement levels of subjects in the middle and high groups demonstrated maintenance plus a slight gain; (3) teachers and the majority of students interviewed expressed a preference for literature-based reading over basal reading instruction; and (4) while the reading attitudes of subjects in the low group improved, their reading achievement scores showed a considerable loss. This strongly suggests that the structure of the pilot program did not meet the needs of the low group. Findings suggest that ability-grouping should be eliminated, in alignment with literature-based approaches described in professional literature which help students develop strategies used by proficient readers. (Two journal articles which review critical elements and potential flaws in literature-based reading programs, an appendix containing comparative data summaries for the reading attitude survey, and the survey instrument are attached.) (RS)

ED 325 841 CS 010 331

Henney, Maribeth
Can a Whole Language Approach Be Effectively Implemented in a University Level Course?
PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Plains Regional Conference of the International Reading Association (18th, Wichita, KS, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Course Descriptions; Course Objectives; Elementary Education; Higher Education; *Instructional Innovation; Language Arts; *Methods Courses; *Preservice Teacher Education; Self Evaluation (Individuals); Undergraduate Students; *Whole Language Approach

Because so many elementary schools are employing whole language instruction, it is essential that graduates from university elementary education programs be prepared to teach in this way. Twenty-five junior and senior elementary education majors enrolled in a block program of 3 courses: reading methods, language arts methods, and a field practicum experience 2 mornings a week for 10 weeks in elementary classrooms. The reading and language arts methods courses were combined and taught as one course for a period of 3 hours twice a week. The course was organized so that students were given a firsthand experience with whole language. All language arts were involved in an integrated way, although specific areas were also dealt with from time to time. Activities were self-chosen, based on students' interests. There were many positive results from this course. First and foremost, students learned whole language theories, processes, problems, and alternatives through direct experience. Probably the greatest shortcoming was that students did not learn as much content about how to teach reading and language arts as they might have in a more structured lecture-recitation class. Revisions to the course were made as a result of these initial experiences in teaching university classes with a whole language base. (RS)

Germeroth, Darla
Lonely Days and Lonely Nights: Completing the Doctoral Dissertation.
PUB DATE- Nov 90
NOTE- 68p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Dissertations; *Doctoral Programs; Educational Research; Graduate Study; Higher Education; National Surveys; Qualitative Research; Sex Differences; *Speech Communication; Statistical Analysis; Writing Apprehension; *Writing Processes
IDENTIFIERS- Speech Communication Association

A study examined areas of the doctoral dissertation process that are often problematic for the Ph.D./Ed.D. candidate in the field of communication. Subjects, 250 randomly selected Speech Communication Association members holding a Ph.D. or an Ed.D. were surveyed. Of the 250 surveys mailed, 137 were returned, representing a 54.8% return rate. Results indicated that: (1) subjects most frequently cited the pressures and demands of employment as the greatest barrier to dissertation completion; (2) subjects conducting quantitative research struggled more with data collection and interpretation, had more difficulty in choosing a topic, and saw their advisors as more supportive than those who conducted qualitative research; and (3) women were significantly more likely to let their perfectionism stand in the way of dissertation completion and experienced more difficulty in narrowing a topic than men. Findings suggest a chronological discussion of dissertation survival techniques: read dissertation guide books before classes start; talk to recent graduates of the doctoral program; purchase a computer and printer; enroll in courses to help focus the dissertation idea; explore research ideas in term papers; write a thorough proposal; choose a dissertation director and committee members carefully; keep track of progress on the dissertation by keeping a log; if depression sets in, obtain professional counseling or join a dissertation support group; avoid delays caused by perfectionism; and quickly publish at least one or two articles from the dissertation. (Twenty-five tables of data are included; 41 references and the survey instrument are attached.) (RS)

ED 325 906 EA 022 294

Bainbridge, William L.
Helping Families Cope with School Choices.
PUB DATE- Oct 90
NOTE- 14p.; Paper presented at the Work and Family Conference of the Bureau of National Affairs (Washington, DC, October 18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Quality; Elementary Secondary Education; *Parent Aspiration; Parent Attitudes; Parent Participation; Private Education; *School Choice; School Effectiveness; Selection

Most people understand the importance of school choice when it comes to higher educational opportunities, but until the 1990s, those very people did not understand the importance of school choice at the elementary and secondary level frequently because they felt they had no choice. The school choice movement, which started in Minnesota but which has begun to sweep across the nation, highlights both the importance and the availability of school choice. When combined with the large number of relocating corporate employees who have a choice regarding their place of residence and those that have a choice of private schools, the school choice issue becomes an important one for corporate human resource professionals. The results of thousands of parent responses to SchoolMatch family profile questionnaires indicate that parents do not necessarily look for "biggest" and "best" when given a chance to choose their children's schools. In fact, few parents want their children in the most academically rigorous school or the one with the highest test scores; instead, they want their children in an environment that allows each child to excel. The questionnaire results show that parents prefer school systems in which teacher salaries are competitive but not necessarily among the highest. Further, family-oriented communities appear to be important to parents. (KM)

ED 325 921 EA 022 390

Jordan, Fred
Ford Foundation, New York, N.Y.
Innovating America. Innovations in State and Local Government: An Awards Program of the Ford Foundation and the John F. Kennedy School of Government, Harvard University.
PUB DATE- Jul 90
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Awards; *Cooperative Programs; *Educational Innovation; Elementary Secondary Education; Government Role; *Innovation; *Local Government; *State Government
IDENTIFIERS- *Ford Foundation; Harvard University MA

This document sums up the lessons to be learned from 3 years of Ford Foundation's Innovations Awards program activity. The eight programs described herein represent new ways of solving complex problems--from segregated neighborhoods to school dropouts. Each case has unique qualities: the novel idea and the particular circumstances that shaped the way the idea is put into action. Missouri's Parents as Teachers program, inspired by a St. Louis training program for parents of children under age 3, succeeded because of an active coalition of public officials, voluntary organization representatives, university-based researchers, and the governor. Shaker Heights (Ohio) has joined with two other cities (Cleveland Heights and University Heights), and two school districts to devise a multijurisdictional, metropolitan-wide strategy to promote and maintain integration in the eastern Cleveland suburbs. The three cities and the suburban coalition affirmatively market houses to people underrepresented in a designated area. The innovation depends on a partnership spanning all sectors of society and on multijurisdictional support for common objectives. The Family Learning Center at Leslie Public Schools (Ingham County, Michigan) packages comprehensive educational and support services for teenage parents from seven rural school districts. The center, which offers the normal high school curriculum and graduates 90 percent of its students, is supported by state education funds and foundation grants. Five noneducational innovations in Minnesota, Missouri, Illinois, Georgia, and California are also described. Awards for 1986-88 are listed. (MLH)

ED 325 936 EA 022 424

Goldman, Paul; Dunlap, Diane M.

School Improvement Groups Network (SIGN), 7/89-6/90. A Plan To Improve School-Based Decisions.

PUB DATE- 12 Nov 90
NOTE- 40p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Group Discussion; *Institutional Cooperation; Instructional Leadership; *Networks; Organizational Communication; Program Evaluation; *School Based Management; School Effectiveness; School Restructuring; Shared Resources and Services; Teacher Participation

This paper presents, describes, and explains the results of Project SIGN (a school improvement groups network) collaboratively conducted by the University of North Carolina at Greensboro and the Camp Lejeune Dependents' Schools during the 1989-90 school year. The collegial, professional in-service program, designed to improve school effectiveness and student outcomes, utilized SIGN teams that included a site administrator, teachers, and representatives from higher education and central education administration. Four schools participated in the project, which was evaluated by case study analysis, interviews, observation, a teacher and principal survey, and document analysis. Findings indicate that each school achieved its goals and that principals improved their leadership strategies. Results included reduced teacher isolation, increased collaboration, and improved instruction. Problem areas involved the roles of the principal, superintendent, and central office. Evaluation of informal outcomes indicates increased participant learning, curriculum improvement, and energizing effects of change. Three tables and examples of program agenda, program activities, and evaluation forms are included. (33 references) (LMI)

ED 325 988 EC 232 491

Helander, E.; And Others
United Nations Children's Fund, Geneva (Switzerland).; United Nations Development Programme, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; World Health Organization, Geneva (Switzerland).
Training in the Community for People with Disabilities.
PUB DATE- 89
NOTE- 770p.; A program for the United Nations Decade of Disabled Persons carried out also in cooperation with the United Nations High Commissioner for Refugees and the United Nations Centre for Social Development and Humanitarian Affairs.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Disorders; Communication Disorders; Community Involvement; *Community Role; Daily Living Skills; *Developing Nations; *Disabilities; *Family Role; Foreign Countries; Hearing Impairments; Learning Disabilities; Mental Retardation; Physical Disabilities; Rehabilitation; *Rehabilitation Programs; Seizures; Self Care Skills; Training Methods; Visual Impairments
IDENTIFIERS- Leprosy; United Nations Decade of Disabled Persons; World Health Organization

This manual, developed for use in community-based rehabilitation programs in developing countries, describes how rehabilitation can be carried out at home and in the community. The manual consists of 4 guides and 30 training packages. The guide for local supervisors and the guide for the community rehabilitation committee explain how each can work to develop a community based rehabilitation program. The guide for people with disabilities encourages such people in individual and collective rehabilitation efforts. The guide for schoolteachers, intended for teachers who have not received formal special education training, helps teachers integrate children with disabilities into classes with non-disabled children. The training packages written for family members relate to seven types of disability described as: seeing difficulty, hearing and speaking difficulty, moving difficulty, feeling difficulty, strange behavior, fits, and learning difficulty. There are six general training packages on the following topics: breast feeding a baby who has a disability; play activities for a child who has a disability; schooling; social activities; household activities; and job placement. (RM)

ED 326 004 EC 232 607

Missouri Univ., Columbia. Missouri LINC.
Behavior Management of Special Needs Learners: Positive Approaches.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Classroom Techniques; Contingency Management; Definitions; Discipline; Elementary Secondary Education; Generalization; Positive Reinforcement; Self Evaluation (Individuals); *Special Needs Students; Teaching Methods; Timeout

The paper addresses behavior management strategies for developing new behaviors in special needs learners, strategies for changing existing behaviors, and strategies for developing behavioral generalization. An introductory overview identifies five basic principles of behavior management. Fourteen behavioral terms are then defined (e.g., contingency contracting, extinction, Premack principle, timeout). Guidelines for practitioners are addressed through answers to frequently asked questions including: why do instructors need a behavior management system? when does behavior management work best? when are specific behavior management techniques needed? and what are some strategies for developing behavior generalization? Behavioral strategies briefly described include modeling, encouragement, verbal reward consequences, verbal correction consequences, contingency contracting, timeout, and self-monitoring. Attachments include a list of 99 ways to say "very good", a sample contingency contract, a list of reinforcers identified by secondary-aged students, and two sample teaching plans. Thirteen references are listed. (DB)

Florida State Postsecondary Education Planning Commission, Tallahassee.
An Assessment of the Sunshine State Skills and Industry Services Training Programs. Report 4.
PUB DATE- 15 Feb 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Continuing Education; *Economic Development; Job Skills; *Job Training; *Labor Force Development; Program Effectiveness; Program Evaluation; Retraining; *School Business Relationship; Skill Development; *State Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; Industry Services Training Program; Sunshine State Skills Program

This study examines the intent and operation of postsecondary education linkages with business and industry. Following an introduction, chapter II describes the Industry Services Training Program, which provides occupational training for jobs created by new, expanding, and diversified industry, and the Sunshine State Skills Program, which helps to form partnerships between community colleges and businesses to train new employees or help upgrade the competencies of present employees. It also describes related economic development initiatives within Florida and selected programs outside of Florida. Chapter III contains a description of the study design and findings from interviews conducted with economic development initiative constituencies, i.e., individuals representing local education agencies, business and industry, and state agencies. Chapter IV reviews the issues identified for this study and makes recommendations. Recommendations include: (1) to maintain the two programs, but to provide for closer coordination; (2) to provide training not already available in order to promote economic development; (3) to support only advanced technical skill training needs at a level commensurate with community college offerings; (4) to monitor the common training needs identified; (5) to continue use of the Targeted Industrial Cluster List; (6) to avoid company dependence on the program for staff development needs; and (7) to maintain data to evaluate program effectiveness. Appendixes include relevant statutes and interview questions. (YLB)

ED 325 682   CE 056 263

Rains, Larry
Missouri Univ., Columbia. Instructional Materials Lab.
Engine Performance (Section B: Fuel and Exhaust Systems). Auto Mechanics Curriculum Guide. Module 3. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 90
NOTE- 263p.; For related modules, see ED 317 715-716, ED 317 839, and CE 056 262-266.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Engines; *Fuels; *Industrial Arts; Learning Activities; Motor Vehicles; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Automotive Exhaust Systems; *Automotive Fuel Systems; Missouri

This module is the third of nine modules in the competency-based Missouri Auto Mechanics Curriculum Guide. Six units cover: fuel supply systems; carburetion; carburetor service; gasoline engine electronic fuel injection; diesel fuel injection; and exhaust systems and turbochargers. Introductory materials include a competency profile and cross-reference table that shows how competencies relate to instructional objectives, job sheets, assignment sheets, and test items. Each unit consists of some or all of these components: objective sheet with unit and specific objectives; cover sheet with content outline and list of references; information sheets; assignment sheets; job sheets; and unit test with answer key. (YLB)

ED 325 698 CE 056 283

Eck, Francis
Missouri Univ., Columbia. Instructional Materials Lab.

Masonry Procedures. Building Maintenance. Module V. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- May 90
NOTE- 147p.; For related modules, see ED 315 656 and CE 056 280-284.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Buildings; Building Trades; Competency Based Education; *Construction Materials; Job Skills; Learning Activities; *Maintenance; *Masonry; Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This curriculum guide, one of six modules keyed to the building maintenance competency profile developed by industry and education professionals, provides materials for a masonry procedures unit containing eight lessons. Lesson topics are masonry safety practices; set forms; mix concrete; patch and/or repair concrete; pour and finish concrete; mix mortar; remove, repair, replace brick and block; and install masonry anchors. Each lesson includes some or all of the following color-coded components: performance objectives, information sheets, transparency masters, handouts, assignment sheets, job sheets, lesson tests, and answer key. (YLB)

ED 325 729 CG 022 208

Lenihan, Genie O.; Kirk, William G.

Conjoint Supervision of Undergraduate Trainees Working with Eating Disorders Clients.

PUB DATE- Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Client Relationship; *Counselor Evaluation; Counselor Performance; Counselor Role; *Counselor Training; Higher Education; *Internship Programs; Models; *Practicum Supervision; Program Descriptions; Undergraduate Students
IDENTIFIERS- *Eating Disorders; *Paraprofessional as Companion Therapist Program

This paper describes a conjoint, collaborative training and supervision model designed for undergraduate psychology trainees. The Paraprofessional as Companion Therapist (PACT) program provides an internship experience for undergraduates who work directly as outpatient therapeutic companion-aides with university counseling center eating disorder clients. Trainees are closely supervised by two doctoral level psychologists: the onsite therapist and the academic intern supervisor. Supervision is done conjointly using a group framework and case presentation format in which client contact is monitored and prescriptive interventions are provided. Client outcome measures are used to measure trainee's effectiveness and response to supervision. Paired responses to a client change scale compares client and trainee ratings of therapeutic change. (Forty-four references are included, and data are displayed in one table and three figures.) (Author)

Kain, Craig D.; And Others
Overview.
PUB DATE- 89
NOTE- 48p.; Chapters 1-2 of "No Longer Immune: A Counselor's Guide to AIDS" (see CG 022 897).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Client Characteristics (Human Services); Coping; *Counseling Techniques; Counselor Role; *Counselors; *Futures (of Society); Prevention; Trend Analysis; Well Being

This document consists of the first section of a book written to educate and inform those in the helping professions on how to deal with Acquired Immune Deficiency Syndrome (AIDS). The two chapters in this first section present an overview of the AIDS crisis and provide a foundation for the rest of the book. "Emerging Trends: AIDS Today and in the Future" (Craig D. Kain) surveys the sociological and psychological development of the AIDS crisis in the 1980s and sets the stage for future developments of the crisis in the 1990s. It reviews the significant medical, political, social, educational, and psychological events of the AIDS crisis, relying on the concept of emergent trends to tie together the events of the first 10 years of the epidemic. In exploring future trends, 10 areas of importance to counselors are identified. "A Research Update for Counselors" (Joseph R. Guydish and Maria Ekstrand) provides an in-depth review of psychosocial research on human immunodeficiency virus (HIV) spectrum disease. The chapter is clinically focused and surveys literature on HIV epidemiology, persons at risk for AIDS, asymptomatic seropositive persons, and people diagnosed with AIDS or AIDS-Related Complex. The central theme of the chapter is prevention, described as the greatest hope counselors have for slowing the continual spread of AIDS. Both chapters describe AIDS work in its broadest scope and emphasize the major thrust of the guide--that counselors must become involved. (NB)

ED 325 826 CS 010 313

Goettler-Sopko, Sheree
The Effect of Class Size on Reading Achievement.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Class Size; Economically Disadvantaged; *Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews; Student Attitudes; Teacher Morale; *Teacher Student Ratio; Teaching Styles

Class size is a complex problem that depends on many factors. The central theme which runs through the current research literature is that academic achievement does not necessarily improve with the reduction of student/teacher ratio unless appropriate learning styles and effective teaching styles are utilized. It is also evident that no single class size is best for all grade levels and all subject areas. However, based on recent research studies, there is considerable agreement that (1) smaller class sizes seem to result in higher achievement among students who are economically disadvantaged; (2) students with lower academic ability seem to do better in smaller classes; (3) class size may affect student attitudes more significantly than it affects achievement; (4) a direct effect of large class size is to lower the morale and increase the stress of teachers; and (5) there is typically little to be gained from reductions in class size that do not bring class size below 30. (RS)

ED 325 858 CS 212 569

Dickinson, Susan
Applying a Workshop Approach To Improve Writing in Low Achieving Secondary School Students.
PUB DATE- 90
NOTE- 54p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; High School Students; *Low Achievement; *Student Motivation; Writing (Composition); Writing Ability; Writing Assignments; *Writing Attitudes; Writing Difficulties; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Purpose (Composition); *Writing Development; Writing Topics

This practicum was designed to address the problem of low quantity and poor quality of writing in two lower level English classes (50 students). The objectives were to increase motivation for writing, thereby improving overall writing production by the students. A writing workshop was designed to improve the motivation of the students by empowering them to have a choice in what they write about and how they write it. Students were submerged and surrounded by writing for three class periods out of five in a school week. Individual conferences were used as a means of evaluation. Grading was done by charting each student's daily progress and having the students tell quickly where they were in their writing. The focus of the writing was on content, and student writing was kept in folders. Students chose their own topics and were allowed to work cooperatively. Motivation was increased and, as a result, students' writing improved in both quantity and quality. Students' attitudes toward writing also improved, and the number of disruptions per class periods decreased. Students became involved in the writing process and developed skills enabling them to both work independently and share ideas with peers. The data from this practicum clearly showed that when students become motivated their writing improves dramatically. Students will write more and of a better quality if they have a choice in the subject matter. (Appendixes include the diagnostic essay assignment and writing survey; 25 references are attached.) (Author/MG)

ED 325 973 EA 022 475

Lamon, William E.; Sanner, James
Oregon State Dept. of Education, Salem.
Microcomputers in Oregon Secondary Schools: The Principals' Perspective. The 1989 Statewide Survey of the Oregon Educational Computer Consortium, University of Oregon, and the Oregon Department of Education.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Attitudes; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *Microcomputers; *Principals; *Secondary Schools; Technological Advancement
IDENTIFIERS- *Oregon

Perceptions and opinions of secondary school principals on the status of microcomputers in the schools are examined. Mailed questionnaires to a random stratified sample of principals of 21 junior high schools and 73 junior/senior and senior high schools yielded a 64 percent response rate. Findings indicate that the average school allots 3 to 6 percent of its instructional equipment and materials budget for computer hardware and project a 15 percent rate of growth for computer purchases in 1990. Conclusions also demonstrate the need for formal computer training of principals and teachers, and the provision of incentives for computer literacy. Fifteen tables and four graphs are included. (9 references) (LMI)

ED 326 019　　　　EC 232 623

Meier, Ann, Ed.
Wayne County Intermediate School District, Detroit, Mich.
A Continuum Model of Social/Sexual Curriculum and Programming Services.
PUB DATE- 89
NOTE- 496p.; Parts of the document have faint print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Problems; Classroom Environment; Elementary School Curriculum; Elementary Secondary Education; *Health Education; Learning Activities; *Mental Retardation; Models; Secondary School Curriculum; *Sex Education; *Sexuality; Social Development; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- Michigan (Wayne County)

This packet of materials from the Wayne County (Michigan) Intermediate School District offers a continuum model of social/sexual curriculum and programming services. Materials include: (1) a copy of a district school board policy giving school districts permission to pursue these curriculum areas; (2) staff guidelines for dealing with students exhibiting inappropriate social-sexual behavior, including questioning/curiosity, body exploration, nudity, overt sexual behavior, sexually explicit material, masturbation, and exhibitionism; (3) The Invisible Environment Check-list, which allows staff to consider the level of dignity and respect existing in their own classrooms; (4) goals and objectives for a special education health curriculum covering disease prevention and control, personal health practices, nutrition, growth and development, family health, emotional and mental health, substance use and abuse, consumer/community health, and safety/first aid; (5) objectives from the special education health curriculum relating specifically to sexual health, tailored according to level of mental handicap; (6) lists of teaching activities and resource materials; (7) outline of the Michigan model for comprehensive school health education; and (8) a resource guide to sexuality materials, curricula, assessments, and networking sources in southeastern Michigan. (JDD)

ED 326 035 EC 232 650

Griesbach, Linda Sue; Polloway, Edward A.
Fetal Alcohol Syndrome: Research Review and Implications.
PUB DATE- 13 Aug 90
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *Clinical Diagnosis; *Congenital Impairments; Drinking; *Epidemiology; Handicap Identification; History; Intervention; Mental Retardation; *Neurological Impairments; Pregnancy; *Prenatal Influences; Prevention
IDENTIFIERS- *Fetal Alcohol Syndrome

Research on fetal alcohol syndrome is reviewed, with particular emphasis on the implications of the syndrome for the development of mental retardation and other handicapping conditions. Attention is given to historical aspects; epidemiology; physiological and behavioral characteristics; and concerns related to diagnosis, prevention, and intervention. The review provides an overview of biological processes and critical periods of gestation, and examines the effects of fetal alcohol syndrome in terms of central nervous system dysfunction, craniofacial malformations, prenatal and postnatal growth retardation, and other less frequent anomalies. The review concludes with a discussion of approaches to prevention and intervention. (42 references) (JDD)

ED 326 052 FL 018 970

Laurier, Michel; Des Brisay, Margaret

An Integrated Approach to Developing Small-Scale Standardized Tests.

PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Computer Oriented Programs; Computer Software; English (Second Language); English for Academic Purposes; Foreign Countries; French; *Language Tests; Second Language Learning; *Standardized Tests; Student Placement; Teacher Developed Materials; *Test Construction; Test Validity
IDENTIFIERS- *Canadian Test of English for Scholars and Trainees; Summer Language Bursary Program Placement Test

A discussion of the use of standardized tests in second language assessment focuses on the usefulness of program-based language tests aligned with specific curricula and capable of motivating students to participate in classroom activities that are a preparation both for the test and for life after the test. The purpose of this paper is to show that a small-scale test development project can be successfully developed using relatively limited resources, inexpensive computer software, and expertise that can be reasonably acquired by second language teachers. Experiences in developing, piloting, and validating two small-scale standardized tests, the Canadian Test of English for Scholars and Trainees and the Summer Language Bursary Program Placement Test are used as illustrations. Standardized tests are defined, and the process of developing standardized measures is outlined. Applications of classical test theory and item response theory in this context are explained, including the use of sample-free calibration, test-free person measurement, goodness-of-fit measures, and multiple reliability. The role of informed judgment as an adjunct to statistical analyses in test development is also discussed. A brief bibliography is included. (MSE)

ED 325 761 CG 022 914

Martin, Susan A.
Needs Assessment: A Critical Tool for Guidance Planning.
PUB DATE- May 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Counselor Attitudes; Crisis Intervention; Elementary Education; Elementary School Students; Elementary School Teachers; Individual Counseling; *Needs Assessment; *Parent Attitudes; Problem Solving; *School Counselors; *School Guidance; Self Esteem; Student Needs; *Teacher Attitudes

This study was conducted to identify what elementary school staff and district parents believed to be important elementary guidance services. A needs assessment questionnaire was given to all 112 staff members (principals, teaching staff, teacher aides, secretaries, and school nurse) in the district's 2 elementary schools. Fifty-eight completed questionnaires were returned. An estimated 550 parents of elementary students from both schools also received the questionnaires. Of these, 170 were returned and 168 were used in compiling the results. The results indicated strong support for 19 of the 21 listed guidance services. Respondents identified individual counseling, crisis management, self-esteem work, and problem-centered groups as high priority services. Staff and parents were in agreement regarding the importance of many guidance services (individual counseling, expertise in working with students with special needs, classes for getting along with others and developing interpersonal skills, counseling groups focusing on feelings, and parent consultation). Career awareness and assistance with career education were identified as low priority services. The issue of career awareness and education as an elementary guidance responsibility needs to be explored further. The implications for program development and the value of needs assessment as a critical component in program planning are discussed. (NB)

ED 325 778 CG 022 934

Crose, Royda
There Are Three C's in Counseling: Caring, Challenge, Commitment.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Change; *Change Strategies; *Client Characteristics (Human Services); *Counseling Objectives; Counseling Techniques; *Counselor Client Relationship

Clients come to counseling to effect change in their lives, usually because they are in crisis, in conflict, in pain, or blocked in some way. They may come of their own volition, but often they come at the the insistence or authority of someone else, such as a spouse, a judge, a parent, or a parole officer. Most people arrive for therapy expecting the counselor to have a prescription or a magic solution which will change them. Clients are looking for a new authority figure with whom to comply and as a result to remain helpless, or to resist and to remain blocked. Change in the counseling process requires at least three components: care, challenge, and commitment. A nurturing, caring environment and relationship between client and counselor is fundamental for growth to occur. Once this groundwork has been laid, the therapist must motivate clients to change by challenging them to look at and to understand ways in which change is needed. Finally, the counselor must make a commitment to nurture, to challenge, to grow, and to change. (ABL)

Littlefield, Robert S.; Pawlowski, Donna R.

Tournament Management via Interactive Video Communication Systems:
Models and Motives.

PUB DATE- 2 Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate Format; Higher Education; High Schools; Innovation; *Interactive Video; Judges; Media Adaptation; *Persuasive Discourse; Speech Communication
IDENTIFIERS- Debate Coaches; *Debate Tournaments

In response to tighter school budgets and improved technology, a two-way interactive video was successfully used to provide an alternative "delivery system" for forensic competition. Two university sites were selected to organize and host an interactive video speech and debate tournament for area high school students. The program was completed quickly and efficiently. The speaking order in the individual events moved from hearing all the contestants from one site to all the contestants at the other site. Managers at each site were able to communicate with each other between speeches and at the end of the rounds via telephone. The judges' rankings and ratings were also communicated over the telephone, and a FAX machine transmitted the overall result sheets between sites. Managers' noted less physical strain at this tournament compared with regular tournaments, primarily because the interactive video setting took place in one room and minimized the normal "housekeeping" items. Moreover, the tournament managers were able to observe the students in actual competition, a benefit usually only experienced by debate coaches. This type of forensic tournament appears to hold great potential as a supplement to traditional tournament schedules. (Two appendixes containing descriptions of the electronic classroom and interactive video network system are attached.) (KEH)

ED 325 954 EA 022 443

Redekopp, J. P.

Supervision Based on Self-Initiation and Self-Analysis.

PUB DATE- 89
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Learning; *Beginning Teachers; Elementary Secondary Education; *Readiness; *Self Evaluation (Individuals); *Supervision; *Teacher Supervision

Supervision based on self-initiation and self-analysis (SSISA) is realistic and has great possibilities. This manuscript presents a thought process fostering the user's reliance on observed data solicited from another person when making decisions. In this context, supervision helps a supervisee attain professional status most efficiently, using a preparatory route based on individual readiness. The supervisor becomes a resource person who delivers observations and assists with analysis at the supervisee's request. Since the results of all formal interactions are recorded in formative reports, this cumulative information provides the basis for the summative report. At first glance, SSISA may seem to give the supervisee too much responsibility. However, sound professional preparation occurs within a process aimed toward continuous growth. The supervisee acquires the means for continued self-initiation and analysis leading from one accomplishment or insight to the next. In some cases, the information received will lead to withdrawal from an educational program or to refusal of certification. To succeed, the supervisor must develop an appropriate relationship with the supervisee, help the supervisee develop self-initiation and -analysis abilities, and learn a set of evaluation procedures. Two appendices provide student survey data and a recommendation for the Redekopp program. (24 references) (MLH)

ED 325 637   CE 056 146

Hotchkiss, Lawrence; Smythe, John
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Statewide Analysis of the Ohio Thirteen-Week Follow-up Survey of Title IIA JTP Clients.
SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.
PUB DATE- 88
NOTE- 64p.; For related documents, see CE 056 144-147.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Adults; Adult Vocational Education; Comparative Analysis; *Dislocated Workers; Employment Level; *Employment Programs; Employment Services; Federal Aid; *Federal Programs; Followup Studies; Job Search Methods; *Job Training; *Program Effectiveness; State Programs; Young Adults
IDENTIFIERS- *Job Training Partnership Act 1982

Data from a sample of adult participants in JTP Ohio under Title IIA of the Job Training Partnership Act (JTPA) were analyzed. Respondents were surveyed after completion of 13 weeks of JTP training. Five outcome variables were studied: weeks worked, employment status during week 13, earnings in week 13, welfare status during week 13, and school attendance status. Demographics, reason for termination from JTP, and service delivery area effects were also analyzed. Among the findings were the following: (1) preexisting differences had a significant influence on the outcomes--females, blacks, and older workers earned less and JTP services had the intended effects of increasing likelihood of employment and number of weeks worked and decreasing likelihood of being on welfare; (2) these differences were found even though indicators such as education, training, and labor market experience were controlled statistically; (3) classroom training, job search assistance, and on-the-job training increased the likelihood of employment in week 13 and the number of weeks worked thereafter and decreased the likelihood of receiving public assistance. It was concluded that JTP Ohio services have the intended effects on labor market outcomes. Reason for termination from JTP programs is a critical factor. (Twenty-two data tables and seven references are appended.) (YLB)

ED 325 653 CE 056 212

Mid Michigan Community Coll., Harrison.; Wayne County Intermediate School District, Detroit, Mich.

Successful Life Skills Curriculum: Single Parents and Homemakers. Facilitator's Guide.

SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 584p.; Document contains colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Citations (References); Classroom Techniques; Communication Skills; *Daily Living Skills; *Displaced Homemakers; Females; Health Education; *Individual Power; Interpersonal Relationship; Learning Activities; Lesson Plans; Money Management; *One Parent Family; Parent Education; Postsecondary Education; *Self Actualization; *Self Concept; Self Esteem; Teaching Methods; Time Management; Transparencies

This guide is intended to aid service providers as they provide support services to single parents and displaced homemakers to help them achieve the goal of economic self-sufficiency. The handbook provides learning activities, divided into seven critical life skills areas. Activities are arranged in lesson plans that include objective area(s), materials needed, age group, reading level, time needed, purpose, a bibliography, and directions for facilitating the activity. Each activity includes materials that may be used as transparency masters or duplicated for handouts. The seven areas covered by the units are as follows: (1) self-awareness; (2) communication skills; (3) health and wellness; (4) resource management; (5) parenting; (6) relationships; and (7) personal power. Self-awareness is the heart of the curriculum and personal power is the overall goal of all the units. (KC)

ED 325 668 CE 056 245

Nebraska Univ., Lincoln. Nebraska Career Information System.
Occupational Information 1990/91. Volume I.
SPONS. AGENCY- Nebraska Coordinating Council for Public Higher Education, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE- 90
NOTE- 434p.; For volume II, see CE 056 246.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Choice; Career Development; Career Information Systems; Career Planning; Careers; Education Work Relationship; Employment; Employment Practices; *Employment Projections; *Employment Qualifications; *Occupational Information; *Occupations; Postsecondary Education; Secondary Education; Wages
IDENTIFIERS- *Nebraska Career Information System

The Nebraska Occupational Information books (volumes I and II) contain information about 386 different occupations in the state and answer questions about specific occupations in detail. The descriptions are arranged according to a U.S. Department of Labor classification system, with occupational titles clustered in general groups of selected categories from the Standard Occupational Classification manual. The information provided about each occupation is divided into four sections as follows: (1) description of the occupation, including Holland code, specialties, code number from the Dictionary of Occupational Titles, related occupations, work activities, aptitudes, work setting, Nebraska employment, wages, and growth expected; (2) high school and postsecondary preparation and skills; (3) bibliography; and (4) list of Nebraska postsecondary schools that offer education/training in the field. The following occupational categories are included in Volume I: administration; management occupations; engineers, surveyors, and architects; computer, mathematical, and operations research occupations; natural scientists; social scientists and urban planners; social, recreation, and religious workers; lawyers and judges; postsecondary institution teachers; teachers; vocational and educational counselors; librarians, archivists, and curators; physicians and dentists; veterinarians; diagnosing and treating practitioners; registered nurses; pharmacists, dietitians, therapists, and physician assistants; writers, artists, and performers; editors, reporters, public relations specialists, and radio and television announcers; athletes and related workers; health technologists and technicians; engineering and related technologists and technicians; science technologists and technicians; and technicians. Wage tables and an index are included. (KC)

ED 325 794 CG 022 954

Mulvey, Edward P.; Brodsky, Anne E.

Secondary Prevention of Delinquency: More Than Promises from the Past?

PUB DATE- 12 Aug 90

NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Aggression; Antisocial Behavior; Behavior Problems; *Delinquency; *Delinquent Rehabilitation; Family Counseling; Family Involvement; Milieu Therapy; Program Evaluation; Recidivism; Self Concept; Social Adjustment; *Social Psychology; Systems Approach; *Youth Problems

This paper reviews the literature on the secondary prevention of delinquency, examining the commonalities that characterize successful programs. The first part reviews standard approaches to secondary prevention of delinquency, such as diversion of responsibility for delinquents from the juvenile justice system to family, school and community-based systems. While most of these diversion programs have not substantially reduced subsequent arrests, successful community-based activity programs are also cited. Other strategies reviewed include educational and vocational training and family-based interventions. The message emerging from this review is that broad-based interventions and settings with multiple purposes and opportunities appear to consistently yield the best results because they provide numerous opportunities for adolescents to develop positive self-concepts and behavior patterns in a variety of contexts. Forty-eight references are included. (TE)

ED 325 810 CS 010 297

Lunsford, Andrea A., Ed.; And Others
Modern Language Association of America, New York, N.Y.
The Right to Literacy.
PUB DATE- 90
NOTE- 306p.; Papers presented at the Modern Language Association's Right to Literacy Conference (Columbus, OH, September 16-18, 1988).
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Cultural Context; Elementary Secondary Education; Higher Education; *Illiteracy; *Literacy; *Literacy Education; Reading Difficulties; Reading Failure; Reading Improvement; Reading Programs; Writing Improvement
IDENTIFIERS- Cultural Literacy

This book contains 29 essays which grew out of presentations delivered at a conference on the right to literacy whose participants were invited to consider differing definitions and historical understandings of literacy and the political, pedagogical, and theoretical implications of the many approaches to literacy education that have been taken both in the United States and abroad. The book's first part, "Contexts," explores the national, local, and professional contexts of literacy; it raises critical questions both about the large social and political perspectives that inform the understanding of literacy that is generally accepted in America and about the social and political conditions that restrain or enable the realization of literacy. Part 2, "Speaking out of the Silences," explores how literacy is denied not only by overt censorship but also by the subtler and more insidious forces of racism, sexism, homophobia, and elitism; these essays offer ways of helping others to envision and attain the power to speak out. Part 3, "Literacy and Its Enemies, Illiteracy and Its Friends," offers critical perspectives on those conceptions of literacy and methods of literacy education that ultimately subvert its attainment as a right of citizens. Part 4, "Creating and Sustaining Literacy," offers curricular and pedagogical models for successful literacy efforts at different educational levels and in diverse cultural situations. The volume concludes with a synthesis of themes and an articulation of concerns that require continued critical scrutiny. (SR)

ED 325 842 CS 010 332

Rauch, Sidney J.
A Checklist for the Evaluation of Reading Programs (Revised).
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Evaluation; Check Lists; Elementary Secondary Education; Parent Student Relationship; *Program Evaluation; *Reading Programs; Teaching Methods
IDENTIFIERS- Reading Management

Providing guidance to the administrator, supervisor, or reading consultant who may be called upon to evaluate a school or system-wide reading program, this practical checklist has been so arranged that each item calls for a "yes" answer. The checklist includes most of the effective features of a reading program as related to teachers, pupils, administrative and supervisory personnel, and parents. (RS)

ED 325 892 CS 507 333

Cronin, Michael; Spencer, Carole

Oral Communication Techniques To Enhance Student Learning of Mathematics and Science in Elementary and/or Secondary Schools.

PUB DATE- Nov 90

NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Communication; *Communication Skills; Course Descriptions; Course Evaluation; Course Objectives; Education Courses; Elementary Secondary Education; *Inservice Teacher Education; Instructional Innovation; Learning Activities; Speech Communication; Speech Instruction; Teacher Improvement

IDENTIFIERS- Communication across the Curriculum; *Oral Learning; *Speaking across the Curriculum; Speaking Thinking Relationship; Speech Communication Education

This paper advocates oral communication as one of the most effective methods of improving classroom instruction in all subjects. It focuses on the teaching of mathematics and science, where the grasping of concepts is essential to student learning. The paper provides a rationale for oral communication across the curriculum. Further, the paper describes a project to provide inservice training for elementary and secondary teachers which will focus on: (1) using oral communication to enhance the teaching/learning of mathematics and science; (2) using an integrative approach to teaching/learning in the mathematics and science curriculum; and (3) using content specific personnel from the areas of mathematics and science who also have expertise and training in the use of oral communication in the teaching/learning process. The paper identifies goals, objectives, activities, and evaluation techniques for the project. Seventeen references and an appendix containing workshop evaluation statements are attached. (SR)

ED 325 907   EA 022 302

Drier, Harry N.; Grossman, Gary M.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Achieving Educational Excellence: The Challenge of the 90s in the Federated States of Micronesia. Overview of National Findings and Recommendations.
SPONS. AGENCY- Micronesia Dept. of Human Resources, Palikir, Pohnpei. Office of Education.
PUB DATE- Jan 90
NOTE- 71p.; For the final report, see EA 022 303.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Curriculum Development; Demography; *Educational Assessment; Educational Equity (Finance); Educational Facilities; Educational Finance; *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Equal Education; Excellence in Education; Foreign Countries; Governance; Population Distribution; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Micronesia
The educational system of the Federated States of Micronesia (FSM) is reviewed with a focus on efficiency, accessibility, and effectiveness. Methodology is based on individual and group interviews and informal discussions with approximately 1,500 respondents from all sectors of the educational community, and on observation of over 75 elementary and secondary school facilities. and 5 postsecondary campuses. Five key issues for reform are examined: infrastructure; personnel; curriculum; governance/policy; and finance. Recommendations are made for improvement at the national and state levels. An assessment based on interviews and observation of the nation's postsecondary system is also presented. Lists of contributors and participants and sample questionnaire are included. (LMI)

ED 325 922 EA 022 401

CBS, Inc., New York, NY.

America's Toughest Assignment: Solving the Education Crisis. CBS News Education Poll.

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrative Organization; *Educational Attitudes; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; *Parent Attitudes; Parent Participation; Parent Teacher Cooperation; *Public Opinion; School Based Management; *School Organization; *Teacher Effectiveness; Teacher Salaries; Textbook Evaluation

Americans want increased federal involvement in their local schools, but they are hesitant about federal control of the classroom. A special CBS News poll, conducted among a nationwide random sample of 1,107 adults (347 of which currently have children in school) by telephone between May 30 and June 2, 1990, indicated a significant division on whether the local or the Federal Government should control the curriculum. While parents with children in school are more willing than the general public to have increased federal participation, two-thirds of those surveyed believed that individual teachers or the local school board should determine how classes are taught. According to the American public, not only are teachers paid too little, but they also do not receive enough respect. Americans are divided on how teachers today compare with the teachers of their youth: nearly the same numbers say teachers today are better than they used to be as say they are the same or worse. Most parents interviewed in this poll reported some real contact with their children's books, teachers, or homework. Practically all the parents had examined their children's text books with most indicating that they are generally fairly good. Included are the 36 poll questions and the percentages of responses received. (KM)

ED 325 937 EA 022 425

Goldman, Paul; And Others
School Administrators' Leadership Impact: A View from the Field.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrator Effectiveness; Administrators; *Educational Administration; Elementary Secondary Education; *Leadership; Leadership Qualities; *Leadership Styles; Organizational Climate; Superintendents
IDENTIFIERS- *Oregon

A survey of Oregon school administrators explored the relationships among demographic characteristics, school building and school district constraints, and leadership impact. Methodology involved a mailed survey of 420 administrators, which yielded 319 responses, or a 70 percent response rate, and in-depth personal interviews with 144 respondents. Findings indicated a similarity of opinions shared among school administrators across different situations and identified the emergence of an occupational culture that stresses leadership. When other factors were controlled, district constraints and leadership impact were found to be inversely related. Superintendents, however, reported fewer feelings of constraint and more belief in their administrative impact than other administrators. A recommendation is made for further research on superintendents to integrate the study of traits and contingencies into school leadership theory. Three statistical tables are included. (27 references) (LMI)

ED 326 005 EC 232 608

Missouri Univ., Columbia. Missouri LINC.
Self-Esteem.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Body Image; *Classroom Techniques; Counselor Role; Definitions; *Disabilities; Discipline; Elementary Secondary Education; Humanistic Education; Parent Role; *Self Esteem; Self Evaluation (Individuals); *Student Attitudes; *Teacher Attitudes; Teacher Role

The paper examines self-esteem, what contributes to it, why it is important, and ways to build it in children, especially those with disabilities. Definitions of four basic terms (self-esteem, body image, unconditional acceptance, and active-reflective listening) are offered. Guidelines for teachers and parents are then offered in the form of answers to the following frequently asked questions: what is self esteem? are certain children particularly at risk for low self-esteem? how is body image important as part of self-esteem? what can teachers do to help improve self-esteem in their students? what is "respectful" discipline? what can parents do to improve their child's self-esteem? how can school counselors help improve students' self-esteem? why is teacher self-esteem important? what can cause poor self-esteem in teachers? what are some self-esteem building activities? Appended is a self-rating questionnaire for teachers. Nine references are listed. (DB)

ED 325 683 CE 056 264

Rains, Larry
Missouri Univ., Columbia. Instructional Materials Lab.
Steering and Suspension Systems. Auto Mechanics Curriculum Guide. Module 5. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 90
NOTE- 574p.; For related modules, see ED 317 715-716, ED 317 839, and CE 056 262-266.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Industrial Arts; Learning Activities; Motor Vehicles; Secondary Education; State Curriculum Guides
IDENTIFIERS- *Automotive Suspension Systems; Missouri; *Steering (Automotive)

This module is the fifth of nine modules in the competency-based Missouri Auto Mechanics Curriculum Guide. Seventeen units cover: steering system design; diagnosing steering systems problems; inspecting and replacing steering linkage components; manual and power steering gear service; manual and power rack and pinion steering gear service; power steering pump service and diagnosis; steering column inspection and repair; front suspension system design; suspension system diagnosis and lubrication; servicing conventional front suspension systems; Macpherson strut suspension service; wheel bearing and spindle service; design and operating principles of rear suspension system; air adjustable shock absorbers and electronic suspension controls; wheels and tires; wheel runout and balance; and wheel alignment and steering and suspension diagnosis. Introductory materials include a competency profile and cross-reference table that shows how competencies relate to instructional objectives, job sheets, assignment sheets, and test items. Each unit consists of some or all of these components: objective sheet with unit and specific objectives; cover sheet with content outline and list of references; information sheets; assignment sheets; job sheets; and unit test with answer key. (YLB)

ED 325 699 CE 056 284

Crank, Virgil
Missouri Univ., Columbia. Instructional Materials Lab.
Grounds Maintenance Equipment and Procedures. Building Maintenance. Module VI. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 90
NOTE- 308p.; For related modules, see ED 315 656 and CE 056 280-283.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Behavioral Objectives; *Buildings; Competency Based Education; *Grounds Keepers; Job Skills; Learning Activities; *Maintenance; *Ornamental Horticulture; Repair; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; *Turf Management; Vocational Education
IDENTIFIERS- Missouri

This curriculum guide, one of six modules keyed to the building maintenance competency profile developed by industry and education professionals, provides materials for two units on grounds maintenance equipment and procedures. The first unit deals with grounds maintenance equipment and includes the following lessons: safety; changing oil/filter and servicing breather; ignition systems; basic maintenance; fuels; and air filter and cooling systems. In the second unit, on grounds maintenance procedures, are the following lessons: mow and trim grass; pruning trees, shrubs, and vines; seeding/sodding grasses; mix, apply, and store fertilizer; weed control; and mix, apply, and store pesticides. Each lesson includes some or all of the following color-coded components: performance objectives, information sheets, transparency masters, handouts, assignment sheets, job sheets, lesson tests, and answer key. (YLB)

ED 325 714 CE 056 304

Missouri Univ., Columbia. Instructional Materials Lab.

Food Production, Management, and Services Programs. Food Service Worker. Performance Objectives and Criterion-Referenced Test Items.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- May 90
NOTE- 216p.; For related documents, see ED 318 855-858 and CE 056 301-305.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Criterion Referenced Tests; *Food Service; Foods Instruction; Leadership; Nutrition; Secondary Education; *Test Items
IDENTIFIERS- Missouri

To assist instructors in implementing Missouri's Vocational Instructional Management System into the Food Production, Management, and Services Programs, this guide sets forth the competencies identified and validated by occupational food service instructors and personnel from the food service industry. A minimum of two performance objectives per competency are provided. The objectives were developed and validated for each competency by instructors with expertise in the area of food service. For each competency one criterion-referenced test item is also provided. Competencies are presented in nine duty areas: orientation; identifying food service economics; practicing sanitation; demonstrating safety; identifying, operating, caring for, and maintaining equipment; identifying nutrition basics; preparing and storing foods; performing front-of-the-house duties; and developing leadership through Future Homemakers of America. A list of 11 resources is provided. (YLB)

ED 325 730 CG 022 217

Martinez, Maryann V.

The Impact of Goal Setting Techniques in Effectuating Self-Discipline.

PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Elementary School Students; *Elementary Secondary Education; *Objectives; *Policy Formation; School Policy; Secondary School Students; *Self Control; *Student Participation
IDENTIFIERS- *Goal Setting

A starting point for self-discipline may be to compile a list of objectives that the particular school wishes to meet. The list should be assembled with faculty, administrative, parental, and, most importantly, student input. If a definite list of goals is draw up with student input then students will be able to form an identification with those goals that they have had a voice in implementing. Teachers, parents, and others interacting with students should realize the powerful influence they can have as role models. If all students on all levels feel that they have a vested interest in the way their school is running, then they will work toward making it a better place. This interdependence serves to reinforce the concept of the importance of goals. A governing body can be responsible for the development of the listed goals. Each class can have an elected representative who will act as the official representative for his class. Community involvement will also become an important part of this process, as the community is the larger part of this entire system. Teachers will be able to blend both the cognitive and affective spheres of learning, because students will become involved when the situations directly involve them. This is a suitable way for students to clarify their own values, work at self-actualization, and emerge from the school setting capable of making responsible decisions in areas which they have played some part in creating. (ABL)

ED 325 827 CS 010 314

Alabama State Dept. of Education, Montgomery.
Language Arts. Alabama Course of Study. Bulletin 1987, No. 57.
PUB DATE- 87
NOTE- 295p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Objectives; Curriculum Development; Elementary Secondary Education; *English Curriculum; *Language Arts; Language Skills; Listening Skills; Skill Development; Speech Skills; State Curriculum Guides; Thinking Skills
IDENTIFIERS- Alabama

Developed by classroom teachers, instructional supervisors, school administrators, and personnel from institutions of higher education, this course of study guide outlines the language arts skills and concepts to be taught at each grade level (K-12) in Alabama schools. It is intended as a content outline to be used in planning the language arts curriculum. Following an introduction, a listing of selected characteristics of an effective language arts program, and a short list of language arts goals K-12, the guide deals with elementary and secondary programs in language arts (grade by grade), listing goals, objectives, and skills to be taught for listening, speaking, reading, and writing. Appendixes contain information on advanced placement courses in English; language arts for the exceptional student and for the gifted and talented; career education in the language arts program; instruction in ethics, moral values, and citizenship in the language arts; evaluating writing; time requirements for subject areas; and student habits, homework, and student responsibilities. Appended also are a glossary of terms, the Dolch word list, Wilson's essential vocabulary, a basic competency education spelling list, and a list of resources. (SR)

ED 325 859 CS 212 570

Gilman, F. David; And Others
Reattainment of Writing Expertise of Adult Reentering College Students.
PUB DATE- Oct 90
NOTE- 6p.; Paper presented at the Conference of the Midwest Writing Centers Association (St. Cloud, MN, October 5-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Adult Students; *College Students; Comparative Analysis; Higher Education; *Reentry Students; *Writing Evaluation; Writing Research; *Writing Tests; Writing Workshops
IDENTIFIERS- Retesting

A study compared the effects of retesting (with and without the benefit of short term instruction) on the scores of subjects in an upper-division university who had failed a writing test. Subjects who did not receive a passing score in their first attempt at the essay test were given the opportunity of attending a 4-hour workshop designed to prepare the students for the retest. Results indicated that irrespective of whether or not they participated in the workshop, students had higher mean scores at retest, and students with higher mean scores gained more than students with lower mean scores. Results also indicated that those who took the workshop gained more than those who did not. (One table of data is included.) (RS)

ED 325 974 EA 022 476

Mesibov, Laurie L.
National Association of Secondary School Principals, Reston, Va.
Academic Decisions. A Legal Memorandum.
PUB DATE- Nov 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Court Litigation; Decision Making; Elementary Secondary Education; Enrollment; Equal Protection; Grading; Grouping (Instructional Purposes); *Legal Problems; Principals; *School Law; *Secondary Schools; Student Evaluation; Student Placement; Student Promotion; Student Rights

Academic decisions related to grouping, grading, and student promotion are discussed in this legal memorandum for secondary school principals. Federal and state court cases involving enrollment, student placement, promotion, grading, graduation, and gender-based classification are examined. Conclusions are that judges tend to respect an educator's reasonable choice and that the purpose of the court system is to examine legality. (50 endnotes) (LMI)

ED 325 989 EC 232 492

National Commission To Prevent Infant Mortality, Washington, DC.
Troubling Trends: The Health of America's Next Generation.
PUB DATE- Feb 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; *Birth Weight; Child Health; *Disabilities; Health Care Costs; *Infant Mortality; Infants; Learning Disabilities; Mortality Rate; Multiple Disabilities; Neonates; Physical Disabilities; Poverty; Pregnancy; *Prenatal Influences; *Preventive Medicine; Public Support; Substance Abuse; Tax Allocation; *Trend Analysis

Trends during the 1980s are described including high infant mortality, no decline in low birthweight percentages, an increase in the black-white infant mortality gap, more high-risk pregnancies, and inadequate prenatal care. Inadequate progress in reducing infant mortality is attributed in part to the limited technological ability to save increasingly smaller infants. Graphs compare infant mortality by race, cause of death, and in different countries and states. Low birthweight is designated the most significant factor in determining infant death and disability. Data is presented projecting cost savings from preventing low birthweight. Graphs compare low birthweight percentages by race and to infant mortality percentages. Higher black infant mortality rates are attributed to poverty and lack of access to health care. Data on low birthweight percentages and infant, neonatal, and postneonatal mortality rates by race is presented graphically. Also documented is the increased risk of poor pregnancy outcomes associated with known risk factors. The increasing number of women receiving inadequate prenatal care is attributed primarily to lack of finances, health insurance, or Medicaid services. Racial differences in the number of women receiving inadequate and early prenatal care are found. An argument is made for the cost effectiveness of providing funds for health care. Contains 124 end notes and 22 references. (RM)

ED 326 020 EC 232 624

Shaw, Linda
Centre for Studies on Integration in Education, London (England).
Each Belongs: Integrated Education in Canada.
PUB DATE- Jun 90
NOTE- 25p.; Photographs will not reproduce.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Demonstration Programs; *Disabilities; Educational Methods; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Intervention; *Mainstreaming; *Program Implementation
IDENTIFIERS- *Ontario (Hamilton); *Ontario (Waterloo)

The goal of the Hamilton and Waterloo Catholic School Boards in Ontario, Canada, is to meet the needs of all children, in ordinary, age-appropriate classes in neighborhood schools. This report focuses on this approach of teaching students and disabilities, terming it "full inclusion." The report describes local school board policy and practice, covers integration strategies, investigates the parents' perspective, and shows how legislation has failed to keep up with rising aspirations. Three specific strategies used to facilitate integration are described through case studies entitled: "Circle of Friends," "Making Action Plans (MAPS)," and "Cooperative Education and Work Experience." The report concludes with 21 references and names and addresses of 11 resource organizations, mostly in Ontario. (JDD)

ED 326 036   FL 017 776

Poh, Shin C.
Equal Opportunity and ESL for LEP Domestic Students.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of The Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Preparation; College Second Language Programs; College Students; *Educational Opportunities; *English (Second Language); *Equal Education; Higher Education; *Immigrants; *Limited English Speaking; Minority Groups; Refugees; Second Language Instruction
IDENTIFIERS- *Southeast Asians; University of Colorado Boulder

The concept of equal educational opportunity is examined as it applies to recent Asian immigrants who are university students. It is proposed that recent immigrants, especially refugees, are deprived of equal education due to life circumstances and inadequate academic preparation. As such, many of them cannot be expected to compete with other U.S. students for academic success. On the other hand, it is argued, as with other minorities, education is perceived as a primary means for upward mobility. It is concluded that the educators have an obligation to help this group of minority students as they would help any other minority group. Descriptive data illustrating the comparative disadvantage of recent Asian immigrant students are presented, and possible ways for university English-as-a-Second-Language programs to provide needed language preparation for this group are discussed. (MSE)

ED 326 053 FL 018 971

Lambert, Richard D.
Johns Hopkins Univ., Washington, DC. National Foreign Language Center.
Language Instruction for Undergraduates in American Higher Education. NFLC Occasional Papers.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Change Strategies; Chinese; College Faculty; Curriculum Design; Curriculum Development; Degree Requirements; *Educational Change; French; German; Higher Education; Institutional Characteristics; Japanese; *Language Enrollment; Language Skills; *Language Teachers; Literature Appreciation; Majors (Students); National Surveys; Russian; *Second Language Instruction; Second Language Learning; Spanish; Study Abroad; Teacher Attitudes; Telecommunications; Uncommonly Taught Languages; *Undergraduate Study
IDENTIFIERS- *United States

The study of undergraduate language instruction is part of a larger national study of the current status of international studies activities in American colleges and universities. Data are drawn from several annual surveys, analysis of course offerings, a random sampling of transcripts, and general requests for information from college presidents. Survey results are presented in narrative form with tables. The discussion is presented in three parts. The first addresses several very broad features of foreign language instruction, using key national indicators of progress such as enrollments in commonly and uncommonly taught languages, language requirements, and actual course-taking patterns. The second part discusses, and offers a plan of action to address, problems in institutional and national foreign language educational policy apparent from the data, including foreign language study for general education and as skill development, performance norms keyed to length of study, discontinuities in the system, high-achievers, expanded upper-level courses, and study abroad. The third part examines the needs of individual institutions as seen by their foreign language faculty. (MSE)

ED 325 621 CE 055 984

Cameron, Joyce; Rabinowitz, Myrna
British Columbia Ministry of Advanced Education and Job Training, Victoria.

A Guide for Tutoring Adult Literacy Students. Adult Basic Education.

PUB DATE- 88
NOTE- 102p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Resources; Foreign Countries; Language Experience Approach; Lesson Plans; *Literacy Education; Phonics; *Reading Instruction; Spelling; *Teaching Methods; *Tutoring; Tutors; Word Study Skills; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- British Columbia

This guide, developed in British Columbia, is intended to help tutors teach literacy skills to adults. In nine chapters, it covers the basics of teaching reading and writing to adults, through short case histories, anecdotes, and information about adult learning. The chapters cover the following topics: (1) the joys of tutoring; (2) getting to know the student; (3) using the language experience approach; (4) helping adults learn to read; (5) helping adults learn word attack skills; (6) helping adults learn to write; (7) helping adults learn to spell; (8) setting goals, assessing progress, and planning lessons; and (9) measuring the results of tutoring. A list of mostly Canadian resources is provided, organized by tutor resources, publishers, and newspapers and magazines. (KC)

ED 325 746 CG 022 899

Cramer, David; And Others
Working with Specific Populations.
PUB DATE- 89
NOTE- 95p.; Chapters 3-7 of "No Longer Immune: A Counselor's Guide to AIDS" (see CG 022 897).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Client Characteristics (Human Services); Coping; *Counseling Techniques; Counselor Role; *Counselors; Cultural Differences; Females; Substance Abuse; Well Being

This document consists of the second section of a book written to educate and inform those in the helping professions on how to deal with Acquired Immune Deficiency Syndrome (AIDS). The five chapters in section 2 focus on diversity, each dealing with a special population with its own needs and a unique way of handling issues associated with AIDS. "The HIV-Positive Individual" (David Cramer) addresses the issues of the human immunodeficiency virus (HIV) positive individual, spotlighting the various stages a seropositive person goes through as he or she changes from being asymptomatic to symptomatic. "The Forgotten Seven Percent: Women and AIDS" (Margaret Nichols) combines the issues of AIDS with the issues of being a woman. "Special Needs of Today's Adolescents" (Barbara Slater) addresses issues of adolescence, examining the thinking, beliefs, and knowledge of adolescents and how counselors can assist them in coping with their fears and confusion over AIDS. "Double Indemnity: Substance Use and AIDS" (Ted Knapp-Duncan and Grant Knapp-Duncan) elaborates on the specific issues that substance users face in this time of AIDS, examining both intravenous drug users on the street and "white collar" drug users. "Culturally Sensitive AIDS Counseling" (Sally Jue and Craig Kain) is both content-oriented, looking at ways cultures view AIDS, and process-oriented, presenting ways in which counselors can be more attuned to the issues of particular groups not in the mainstream of society. (NB)

Yue, Xiaodong

A Discussion of the Use of Student Counseling Services in Chinese Higher Education.

PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Conference of the American Association of Counseling and Development (Cincinnati, OH, March 17-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counseling Services; Foreign Countries; *Higher Education; *School Counseling; Trend Analysis
IDENTIFIERS- *China

In China, psychologically oriented student counseling services are just beginning to appear on college campuses and professional assistance is badly needed from all sources. In order to help these counseling centers to develop, this paper attempts to discuss what Chinese counselors can do to help students to cope with their academic and emotional difficulties at school. Specifically, the paper begins with a description of some of the most common problems among Chinese college students. It then addresses the psychological significance of these problems to students' intellectual growth and their needs for counseling assistance. This is followed by a discussion of four suggestions as to what Chinese counselors can do to develop, expand, and improve their services to students. A tribute is paid to Chinese counselors for their enthusiasm, energy, and efforts in helping to develop more fully their intellectual and emotional potentials. It is noted that their work may not be fully appreciated by society now, but they certainly have a bright future ahead of them. The paper concludes with a plea for more social and governmental support for the development of student counseling services in China. (ABL)

Dailey, Sheila

Telling To Write: Reversing the Story Composing Process.

PUB DATE- Apr 89
NOTE- 5p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Class Activities; *Creative Writing; Elementary Education; Oral Interpretation; Story Telling; *Writing Processes
IDENTIFIERS- Childrens Writing; *Speaking Writing Relationship; Story Concepts; Story Themes

Based on the idea that creative writing in the classroom need not begin with writing as the first step in the composing process, this guide suggests an oral approach to creative writing. The guide describes the "Telling to Write" process which begins with a structured exploration, continues with a series of story-related activities imitating the form literature takes, proceeds with story composing and revising orally, and concludes with writing and revising what has been composed orally. (NKA)

ED 325 955 EA 022 445

Cook, Paul F.; And Others

Developing Supervision Skills: Establishing an Effective Climate, Listening, and Developing Teacher Improvement Plans.

PUB DATE- Mar 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, March 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Cooperation; Elementary Secondary Education; *Interpersonal Competence; Leadership Qualities; *Listening Skills; Planning; *Supervisors; Teacher Improvement; *Teacher Supervision; *Teamwork; *Training
IDENTIFIERS- *Theory Z

Educational supervision may be categorized according to three philosophical positions with distinct methodologies: essentialism/directive supervision; experimentalism/collaborative supervision; and existentialism/nondirective supervision. This paper proposes that time and effort are required to develop key interpersonal skills needed for facilitating teamwork and collaborative relationships among teachers, peers, and supervisors. The training program described fits most closely the collaborative supervision model. After outlining Theory Z principles applicable to supervision in the schools, the paper focuses on two leadership skills (listening and developing improvement plans) that administrators can learn to use more effectively within a Theory Z context and cites supportive research findings. Based on Theory Z principles, the paper assumes that level relationships between instructional supervisors and teachers are more effective than vertical ones, that the primary motivation for instructional improvement is the teacher's, and that teamwork is an essential ingredient of the change process. Advice is then provided for learning to listen and developing improvement plans. A single-case research project to assess the training program's effectiveness is briefly described. The study showed that supervisor behavior moved toward collaborative styles immediately after training in both quality and quantity. (Six references) (MLH)

ED 325 654   CE 056 217

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

ILY: Year of Opportunity.

PUB DATE- May 90

NOTE- 51p.; A product of the International Literacy Year Secretariat of Unesco. Photographs will not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; Developing Nations; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Literacy Education; *Program Development; *Publicity

IDENTIFIERS- *International Literacy Year 1990

This booklet contains ideas and suggestions about what individuals and groups can do to promote literacy during and after International Literacy Year 1990. The central message of the booklet is that "you can make a difference." The booklet consists of two parts. The first, "Identifying the Issues," poses the problem of illiteracy in the world--what it is, what it means, whom it affects, and what International Literacy Year aims to do about it. The second part, "Towards a Solution," describes some of the ways individuals can promote literacy in the home, school, and community, as well as through organizations and governments. (KC)

Steventon, Candace E.
Improving Student Performance through Parent Involvement.
PUB DATE- Oct 90
NOTE- 89p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Academic Failure; Adolescents; High Schools; High School Students; *Parenthood Education; *Parent Participation; *Parent Student Relationship; Self Concept; *Self Esteem; Self Evaluation (Individuals); *Underachievement

A personalized parenting program was implemented to address poor academic performance and low self-esteem of high school students. Student records, the Coopersmith Self-Esteem Inventory, the Behavior Evaluation Scale, and teacher surveys were employed to identify and measure academic and/or self-perception growth. Parents participated in an 8-week course with an additional 10-week follow-up program. Students attended communication sessions during the follow-up portion of the program. The results were inconclusive due to the small sample size (six parents and five teenagers). Targeted objectives were attained by certain students and parents. It was concluded that personalized parenting courses could enhance students' academic performance and student/parent self-perceptions. Appended are screening instruments, survey results, sample communications and data collection forms, and a graphic analysis of teachers' perceptions regarding the students' behavioral performance. (Author/TE)

Wallinger, Michael J.
Public Participation in Regulatory Decisions: Options and Strategies.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 18-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; *Citizen Participation; Communication Research; Court Litigation; Language Role; *Persuasive Discourse; *Public Agencies; *Public Policy; Scientific and Technical Information
IDENTIFIERS- *Political Action; *Public Discourse

There is evidence that the technical sphere of argument has been elevated generally at the expense of the public sphere, and specifically to the detriment of the public's ability to understand and participate in the formation and administration of public policy. Oversight of regulatory agencies by all three branches of the government holds the potential for public criticism of technically-based decisions. In practice, however, structural and procedural obstacles appear to exclude meaningful public participation. Successful public involvement in administrative agency decision making can involve "playing by the rules" of institutionalized access or "changing the rules." Either way, organization into a group with a strong public voice and with access to expertise is necessary. Public groups must possess sufficient foresight into the implications of proposed administrative changes and must be in a position to appeal to governmental oversight forums. The adversarial nature of the judicial system makes it the best apparent forum for public challenges to administrative rulemaking. It is the role of communication scholars to continue exploration of the structural and discursive barriers to public education and participation in the public policy process. Scholars must also explore means of placing the public voice on a level of parity with the technical sphere. (Twenty-seven references are attached.) (SG)

ED 325 908 EA 022 303

Grossman, Gary M.; And Others

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Achieving Educational Excellence: The Challenge of the 90's in the Federated States of Micronesia. Final Report: Managing Change for Educational Improvement.

SPONS. AGENCY- Micronesia Dept. of Human Resources, Palikir, Pohnpei. Office of Education.

PUB DATE- Jan 90

NOTE- 430p.; For an overview of findings and recommendations, see EA 022 302.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Curriculum Development; Demography; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Excellence in Education; *Foreign Countries; Governance; Population Growth; *School Effectiveness; *School Restructuring

IDENTIFIERS- *Micronesia

A review of the problems and potential of the Federated States of Micronesia (FSM) elementary-secondary educational system and a brief summary of the postsecondary system are provided in this report. Methodology involved dialogues with approximately 1,500 citizens; a survey of 870 government leaders, school administrators, teachers, parents, and students; site visitation and observation; and document analysis. Part 1, the national report, an introduction to the study; relevant social, historical, and demographic issues; methodology, survey results, fifteen recommendations; and the estimated costs of implementation. In part 2, state reports and recommendations from Yap, Chuuk, Pohnpei, and Kosrae (FSM) are presented. Recommendations are made for increasing citizen participation in decision making, valuing employment and career progress, balancing economics and educational needs, and providing equal educational opportunities. Thirty tables and four figures are included. Appendices contain interview schedules and coding instructions. (26 references) (LMI)

ED 325 938 EA 022 426

Goldman, Paul; Dunlap, Diane

Reform, Restructuring, Site-Based Management, and the New Face of Power in Schools.

PUB DATE- Oct 90
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Administrators; Educational Cooperation; Elementary Secondary Education; Human Resources; Networks; Organizational Climate; Participative Decision Making; *Power Structure; Resource Allocation; *School Based Management; *School Restructuring; Supervision

This paper examines the relationship between demands for site-based management and restructuring as they bear on recent theory and research on power in organizations. It also defines and describes the new face of power in the schools--facilitative power, power exercised through, rather than over, subordinates. The bulk of the paper consists of an attempt to show how power sharing is already in place in many current school activities. Six programs that encourage facilitative power are described: the Individual Educational Program in special education; the consultant teacher model, increasingly a component of special education delivery systems; peer consultation; cooperative learning; thematic, multidisciplinary curricula in which staff members work a specific curricular theme into the school activities; and community/alternative schools, which take curricular themes much further. These programs are discussed in relation to four characteristics of facilitative power: resource management, human resource utilization, supervision, and networking. Conclusions are that many school administrators already possess facilitative skills and knowledge and that the potential of a restructuring plan can be measured by its effect on administrators' ability to utilize facilitative power. One table accompanies the document. (45 references) (LMI)

ED 325 975 EA 022 477

Utah State Office of Education, Salt Lake City.
A Study of the Utah Public School Finance System: Findings and Recommendations of the Utah School Finance Task Force.
PUB DATE- Nov 90
NOTE- 143p.; Small print in appendix B may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equalization Aid; Financial Policy; *Fiscal Capacity; Property Taxes; *Public Schools; School District Spending; School Support; *State Aid
IDENTIFIERS- *Utah

Equity effects of program growth and diversification on the Utah public education finance system are examined. The degree to which student and taxpayer equity are achieved by district formulas of the Minimum School Program are assessed by analysis of school-related taxation and spending over time, current distribution patterns of state support, comparisons of revenue generated by permissive taxes, and results of simulated formula modifications. A second focus is the evaluation of funding distribution efficiency and program funding adequacy. Although the primary formulas are found to be generally equitable, recommendations are made for consolidation of some Minimum School Programs and increased district decision-making authority. Appendices include summaries of public hearings and written remarks and a Minimum School Program spreadsheet. (19 references) (LMI)

ED 326 006 EC 232 609

Missouri Univ., Columbia. Missouri LINC.
Transportation as a "Related Service": Issues that Involve Transition Activities.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Pupil Personnel Services; Secondary Education; Students; *Student Transportation; *Transitional Programs

The paper discusses transportation as a related service for students with disabilities expecially as related to school-to-work transition activities. First, the legislative and legal basis for providing transportation services is discussed in the form of answers to frequently asked questions: why provide transportation? what is the basis for transportation as a "related service" in providing transition activities? what is the current state of affairs when providing transportation? (four court cases are cited). Next, ecologically-based and alternative transportation options are discussed, including use of public transportation, car pools, walking, funding sources for additional transportation, and school liability issues. (14 references) (DB)

Lewis, Morgan V.
Free Library of Philadelphia, PA. Library for the Blind and Physically Handicapped.
Statewide Follow-up Surveys for Job Training Partnership-Ohio Program Year 1987.
PUB DATE- Jul 89
NOTE- 115p.; For related documents, see CE 056 144-146.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Data Collection; Employee Attitudes; *Employer Attitudes; *Employment Patterns; Employment Programs; Followup Studies; *Job Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *State Programs; Welfare Recipients
IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

Follow-up surveys were conducted of adult clients who participated under Titles IIA and III of the Job Training Partnership (JTP) Act in Ohio. Data were gathered from JTP clients 13 and 26 weeks after completion of the program and combined with data from the state management information system, and a survey of a sample of employers of JTP-Ohio services. The survey found that a little more than two-thirds of both Title IIA and Title III participants enter employment. These former clients are far more likely to be employed and to have higher weekly earnings when they are contacted after termination than clients who leave JTP-Ohio for other reasons. During the first 13 weeks after leaving JTP-Ohio, former Title IIA clients work an average of 8 weeks and Title III clients work almost 10 weeks. After 13 weeks, 59 percent of the Title IIA clients and 73 percent of the Title III clients, are employed. The Title IIA clients who are employed earn an average of $218 and the Title III clients earn $363. About the same results were found after 26 weeks. However, persons who were welfare recipients when they began the programs were working less and earning less than those not on welfare when they enrolled. About half of those on welfare at the start of the program are not on it after 13 or 26 weeks. Employers were generally favorable to the program. The study concluded that the JTP-Ohio program has been successful in helping more people with more problems than on-the-job training alone could have been, but that some individuals have more problems than the program can address. (KC)

ED 325 684 CE 056 265

Allain, Robert
Missouri Univ., Columbia. Instructional Materials Lab.

Brakes. Auto Mechanics Curriculum Guide. Module 6. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 90
NOTE- 288p.; For related modules, see ED 317 715-716, ED 317 839, and CE 056 262-266.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Industrial Arts; Learning Activities; Motor Vehicles; Repair; Secondary Education; State Curriculum Guides; *Troubleshooting
IDENTIFIERS- *Brakes (Automotive); Missouri

This module is the sixth of nine modules in the competency-based Missouri Auto Mechanics Curriculum Guide. Eight units cover: introduction to automotive brake systems; disc and drum brake system components and how they operate; properties of brake fluid and procedures for bleeding the brake system; diagnosing and determining needed repairs on automotive brake systems; repairing, replacing, and adjusting hydraulic system components; repairing, replacing, and adjusting disc brake components; drum brake service and repair; and diagnosing and repairing power assisted and antilock brake systems. Introductory materials include a competency profile and cross-reference table that shows how competencies relate to instructional objectives, job sheets, assignment sheets, and test items. Each unit consists of some or all of these components: objective sheet with unit and specific objectives; cover sheet with content outline and list of references; information sheets; assignment sheets; job sheets; and unit test with answer key. (YLB)

ED 325 700 CE 056 285

Missouri Univ., Columbia. Instructional Materials Lab.
Confused Resident Care. Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 90
NOTE- 160p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; *Alzheimers Disease; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Course Content; Educational Resources; Frail Elderly; Learning Activities; *Long Term Care; *Nurses Aides; Nursing Homes; Postsecondary Education; Pretests Posttests; Special Health Problems; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Missouri

This instructional module was designed for certified nurse assistants (CNA). This voluntary training program was developed as a "continuing education" option for the practicing graduate CNA with the intention of providing CNAs with the requisite knowledge and skills to provide care for the confused elderly resident in a long-term care facility. The guide contains eight lesson plans grouped into six units covering the following: overview of dementia, communication, special care needs, family dynamics, stress, and special resources. Each lesson consists of the following components: scope of unit; lesson objectives; information assignment; references; introduction; outline; summary and conclusion; interaction items; classroom/laboratory activities; and evaluation items with answer key. The module also contains a pretest, a posttest, a bibliography, and a resource list. (KC)

ED 325 715 CE 056 305

Missouri Univ., Columbia. Instructional Materials Lab.
Housing, Home Furnishings and Equipment. Performance Objectives and Criterion-Referenced Test Items.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- May 90
NOTE- 131p.; For related documents, see ED 318 855-858 and CE 056 301-304.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Careers; *Competency Based Education; *Criterion Referenced Tests; Entry Workers; Equipment; Equipment Maintenance; Furniture; Home Economics; *Home Furnishings; Home Management; *Housing; Housing Needs; Job Skills; Leadership; Postsecondary Education; Secondary Education; State Curriculum Guides; Student Organizations; *Test Items
IDENTIFIERS- Missouri

This guide was developed to assist home economics teachers in implementing the Missouri Vocational Instructional Management System in a housing, home furnishings, and equipment semester course. It contains a minimum of two performance objectives developed and validated for each competency by teachers with expertise in the area of housing, home furnishings, and equipment; in addition one criterion-referenced test item is developed and validated for each performance objective. Each performance objective consists of a given, a task, and criteria for successful completion of the task. Test item formats include true/false, multiple choice, and matching; answers are provided. Performance objectives and test items are provided for the following competencies: analyzing living space and human needs; analyzing legal and financial aspects of housing; analyzing housing alternatives; identifying housing exteriors and maintenance requirements; evaluating structural aspects of housing; using designing fundamentals; analyzing building style and available space; furnishing a home; selecting surface area coverings; selecting window treatments; selecting accessories; selecting household equipment; maintaining a safe and secure environment; recognizing careers in housing and home management; identifying types of small businesses; and developing leadership through Future Homemakers of America. A 13-item resource list also is included. (KC)

ED 325 795 CG 022 955

Muzekari, Louis H.; And Others

Effects of Hurricane Hugo: Mental Health Workers and Community Members.

PUB DATE- Aug 90

NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Action; Community Coordination; Community Involvement; *Community Support; Coping; *Emergency Programs; Helping Relationship; Helplessness; *Mental Health Workers; *Natural Disasters; *Rescue

IDENTIFIERS- *Hurricane Hugo; South Carolina

This paper reports the effects of Hurricane Hugo on mental health workers and indigenous community members. The response and perceptions of mental health staff from the South Carolina Department of Mental Health (Go Teams) from areas unaffected by the hurricane were compared and contrasted with those of a subsequent Hugo Outreach Support Team (HOST), the resident staff of the Charleston Area Mental Health Center (CAMHC), and residents of the extramural community. Preliminary analyses of the data indicated disbelief, bewilderment, and powerlessness felt by all three groups. The interventions of Go Team members and HOST in the community at large over time revealed a changing pattern as the community began the recovery process. Similarly, the role occupied by mental health center staff as both helper and victim is underscored. (Author)

ED 325 811 CS 010 298

Barton, David

Developing a Practice Account of Literacy from Adult Learners' Perceptions of Literacy and Learning.

PUB DATE- Apr 90

NOTE- 12p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990). Printed on colored paper.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Literacy; *Adults; Community Characteristics; Ethnography; *Family Environment; Foreign Countries; *Literacy; Models; Research Methodology

IDENTIFIERS- England; Family Literacy; *Literacy as a Social Process

Contemporary studies of literacy can be divided into two sorts: those approaches which treat it as a psychological phenomenon and those which treat it as a social practice. This practice view of literacy can be sketched out by reporting the continuation and changing focus of a study conducted on adult learners' perceptions of literacy and learning. Subjects, 20 adults from Lancashire, England, between the ages of 20 and 30 years who had left school as early as possible and with minimal qualifications, underwent detailed interviews concerning the part literacy plays in their lives. Additional data consisted of ethnographic case studies of individual households, observation of neighborhood uses of literacy, and the collection of recorded data on access points for literacy. Preliminary findings suggest categories of significant topics necessary for a complete view of literacy: (1) literacy practices; (2) social practices; (3) roles people take; (4) networks of support; (5) the value of literacy; (6) literacy and change; and (7) how everyday processes of learning are revealed in the home. Examples from the data gathered illustrate the categories. How the social practice of literacy impinges on children is also illustrated with examples from the data. The practice view of literacy moves the focus from a static model of an individual with a set of skills to a more dynamic notion of social practices which people participate in. (RS)

ED 325 828 CS 010 315

Alabama State Dept. of Education, Montgomery.
Language Arts Curriculum Guide, Grades 4-6. Bulletin 1989, No. 41.
PUB DATE- 89
NOTE- 729p.; For the guide for grades 7-8, see CS 010 316.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Course Content; *Course Objectives; Course Organization; English Curriculum; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Language Arts; *Language Skills; Listening Skills; Speech Skills; State Curriculum Guides; Thinking Skills
IDENTIFIERS- Alabama

Designed to help classroom teachers implement the "Alabama Course of Study: Language Arts," this curriculum guide for grades 4-6 is in three major sections. The first section is a table of contents that lists desired student outcomes under each of the major strands mandated by the course of study (listening, speaking, reading, and writing) and lists page numbers after each outcome to direct the teacher to classroom activities that address the specific outcome. The second and largest section of the guide consists of classroom activities, divided among the four strands. Each strand is subdivided into skills areas in which the specific student outcomes are placed. The activities are preceded by student outcome statements and notes for the teacher that convey information important for effectively implementing the activities. The third section is referred to as the "Original Sources and Student Outcomes" portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken (the Alabama Course of Study, the Stanford Achievement Tests, and the Alabama Basic Competency Tests), and will serve as a reference for local school systems that wish to trace the source of each outcome. The guide is intended to be supplemental in nature, supplementing textbook materials and complementing locally developed curriculum materials. (SR)

ED 325 860 CS 212 571

Spaeth, Elizabeth A.; And Others
Tutoring Writing from the Psychiatrist's Couch.
PUB DATE- 6 Oct 90
NOTE- 7p.; Paper presented at the Conference of the Midwest Writing Centers Association Conference (St. Cloud, MN, October 5-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Personal Narratives; *Psychological Patterns; Self Concept; Student Reaction; Writing Assignments; *Writing Attitudes; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Tutor Role

There are several variables at work in any piece of writing and some combinations of these variables can cause serious problems for some students. The first area where two of these variables occur is in the notion of what a college education is. The subject matter to be learned is one variable in what education means, and the second variable is that part of each individual student which brings the knowledge to life. The second area is the student's disposition toward writing. Some students come to a writing center willing and able to accept valid criticism of their writing. Most students who seek help at a writing center, however, lack feelings of self-worth and do not take criticism well. The third area resides in the nature of composition--the act of writing is an act of discovery. Certain combinations of these variables can cause extreme distress for some students. If students whose sense of self is weak are asked to write about grave personal experiences, then, in the act of writing, realizations can be reached which may overwhelm the student. Unless writing labs and composition teachers have training in dealing with the psychological repercussions of what this kind of writing can uncover, it is best that such assignments be left alone. (RS)

ED 325 893 CS 507 334

Larson, Charles U.
Innovative Approaches to Teaching the Large Persuasion Class.
PUB DATE- Nov 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Higher Education; •Instructional Innovation; •Large Group Instruction; •Persuasive Discourse; •Speech Communication; •Speech Instruction; Teacher Student Relationship; •Teaching Methods
IDENTIFIERS- Northern Illinois University

A large undergraduate course in persuasion which is taught to multiple sections of 70 students (and has in the past been taught to sections with as many as 200 students) at Northern Illinois University required several innovations to handle the large numbers of students and to enliven such large classes. Innovations include: (1) the creative use of undergraduate teaching assistants (who are assigned about 18 students each, who are available before and after class and during specified office hours, and who conduct extensive study sessions); (2) creating an informal and lively atmosphere in the classroom (including a technique/game used to help instructor and students memorize each student's name); (3) interactive handouts and lecture outlines; (4) careful but fair--even generous--tests, review sessions and study guides for tests, bonus items on tests, the creation of test items on an ongoing and cumulative basis, and the use of an extra credit assignment for borderline grades and the development of classroom materials including audio-visual aids and various kinds of handouts; and (5) the frequent use of guest speakers. (SR)

ED 325 923   EA 022 404

Lewis, Mary Ellen James

Education Commission of the States, Denver, Colo.; National Conference of State Legislatures, Denver, CO.

Commonsense Investments in a Shared Future: Business Support of Public Schools. The New School Finance Research Agenda: Resource Utilization and School Districts. Finance Collaborative Working Paper #6.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Cooperative Programs; *Costs; *Educational Improvement; Elementary Secondary Education; *Private Sector; Program Evaluation; Public Support; *School Business Relationship; Tax Effort
IDENTIFIERS- *Partnerships in Education

A decade ago, the business community began to pursue tentative, new relationships with schools; the focus was on long-term educational improvement, frequently targeted to core academic subjects. Now partnerships are everywhere, involving thousands of schools and hundreds of thousands of local people. This essay discusses the resources brought to schools by school-business partnerships and assesses these partnerships' magnitude and dependability. Straightforward discussion of dollars and forecasts is impossible, since most schools, districts, and business partners seem to operate with little concern for tracking the dollar figures for donated services. One estimate shows that corporate gifts through partnerships amount to less than 0.5 percent of total school expenditures. When gifts (both tax-deductible and nondeducted contributions) are considered, the amount improves, but is unlikely to increase in the future. The total pool of business giving has hovered around 1 percent of pretax net income for 40 years. Fortunately, in many cooperative transactions, no dollars change hands. Since the 1960s, a "new corporate philanthropy" has emerged that accepts a large measure of community responsibility as good business and good citizenship. Two potential benefits have emerged: (1) advocacy for increased financial support for schools; and (2) efforts to increase public confidence in schools and to link schools with the local economic development that will increase the tax base and secure greater tax support without increasing the individual tax burden. (40 endnotes) (MLH)

ED 326 021 EC 232 625

Brock, Holly; Mefford, Gayle
PAM Assistance Centre, Lansing, MI.
Gardening for All: The Accessible Garden. Revised Edition.
PUB DATE- Apr 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assistive Devices (for Disabled); *Grounds Keepers; Leisure Time; *Outdoor Activities; Physical Activities; *Physical Disabilities; *Plant Propagation; *Recreational Activities; Therapeutic Recreation
IDENTIFIERS- *Gardening
This pamphlet presents some innovative thoughts and suggestions to make gardening an "accessible" activity for any gardener, able-bodied or disabled. For gardeners with special needs, workability of the garden must take precedence over a conventional garden design. Designs to consider include raised bed gardens, garden containers such as whiskey barrels and drainage pipes, and commercial garden containers. Deciding what to plant requires consideration of the size of the garden, amount of time available, location, personal taste, and ability to harvest and store produce. Tools can be matched to specific needs, such as tools appropriate for use from a seated or kneeling position, tools for people who find it painful or impossible to bend, tools for use by one-handed gardeners, and tools for those who have a weak grasp or limited dexterity. Suggestions are offered for protecting body posture and for adapting available tools. Twenty-four sources for special tools are listed. (14 references) (JDD)

ED 326 037 FL 017 780

Bourret, Annie, Ed.; L'Homme, Marie-Claude, Ed.
Laval Univ., Quebec (Quebec). International Center for Research on
Bilingualism.
Les Industries de la langue: Au confluent de la linguistique et de
l'informatique (The Language Utilities: At the Confluence of
Linguistics and Computer Science).
PUB DATE- 88
NOTE- 144p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computational Linguistics; Computer Assisted Instruction; Computer Oriented Programs; *Computer Science; Computer Software Development; Courseware; Databases; Dictionaries; Discourse Analysis; Foreign Countries; *French; *Language Role; *Machine Translation; Second Language Instruction; *Speech Communication; Spelling
IDENTIFIERS- *Natural Languages

A collection of essays addresses aspects of the "Language Utilities," the general term for the area of the conjunction of computer science and linguistics. The following are English translations of the titles of the articles in the collections: "Industrialization of the French Language and Its Maintenance as an Important Language of Science and Technology"; "Evaluation of Courseware: Nature and Content of the Documentation"; "PHONO: An Applier of Categorical and Variable Phonological Rules"; "Computer Assisted Translation"; "Ten Years of METEO"; "Implantation of the Computer-Assisted Translation System"; "The Terminology Bank of Quebec: An Instrument of Social Development at the Crossroads of Technology and Linguistics"; "Termium: A Modern Tool for Communication"; "Observations on the Management of the Status of French in Computer Science"; "Measure of the Degree of Difficulty of Texts Related to Computer Science"; "Computer Science in French: Today and Tomorrow"; "The French Language: Problems of Initiation to Computer Science"; "Computer Science in French"; "Technology and Syntagm: The Case of Micro-Computer Science"; "The Center for Computer Text Analysis: A Research Laboratory Specializing in Computer Text Analysis"; "Spell Checker Developed in Quebec"; "Automatic Division of Texts into Single Words"; and "A Linguistic Module for Government Computer Science in the '90s." (MSE)

ED 325 622 CE 055 992

American Medical Technologists, Park Ridge, IL.

A Report to the President and Congress on the Status of Health Personnel Graduates of Accredited Private Health Career Schools in the United States.

PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Accrediting Agencies; *Allied Health Occupations Education; *Allied Health Personnel; *Certification; Educational Needs; Employment Level; Graduate Surveys; *Job Placement; Outcomes of Education; Postsecondary Education; *Proprietary Schools; *Student Placement

This report supplements two earlier government studies on health personnel in the United States, focusing on graduates of allied health programs in private, for-profit schools. The report contains the following tables: (1) Accrediting Bureau of Health Education Schools (ABHES) Accredited Schools and Specialized Programs; (2) Allied Health Programs Offered in ABHES Accredited Schools; (3) National Association of Trade and Technical Schools (NATTS) Accredited Schools; (4) Allied Health Programs Offered in NATTS Accredited Schools; and (5) Allied Health Programs--Graduates and Placements for 1988 and 1989. The American Medical Technologists' 1989 assocation report on membership, education, and employment is included. Three appendices contain letters stating the case for the need for and accomplishments of private health career schools that prepare students for direct employment in the health care field. (KC)

ED 325 669 CE 056 246

Nebraska Univ., Lincoln. Nebraska Career Information System.
Occupational Information 1990/91. Volume II.
SPONS. AGENCY- Nebraska Coordinating Council for Public Higher Education, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE- 90
NOTE- 450p.; For volume I, see CE 056 245.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Choice; Career Development; Career Information Systems; Career Planning; Careers; Education Work Relationship; Employment; Employment Practices; *Employment Projections; *Employment Qualifications; *Occupational Information; *Occupations; Postsecondary Education; Secondary Education; Wages
IDENTIFIERS- *Nebraska Career Information System

The Nebraska Occupational Information books (volumes I and II) contain information about 386 different occupations in the state and answer questions about specific occupations in detail. The descriptions are arranged according to a U.S. Department of Labor classification system, with occupational titles clustered in general groups of selected categories from the Standard Occupational Classification manual. The information provided about each occupation is divided into the following four sections: (1) description of the occupation, including Holland code, specialties, code number from the Dictionary of Occupational Titles, related occupations, work activities, work setting, Nebraska employment, wages, and growth expected; (2) high school and postsecondary preparation and skills; (3) bibliography; and (4) list of Nebraska postsecondary schools that offer education/training in the field. The following occupational categories are included in Volume II: marketing and sales supervisors; insurance, securities, real estate, and business service sales occupations; commodities sales occupations; retail sales occupations; sales related occupations; administrative support and clerical occupations; private household occupations; protective service occupations; service occupations; farm operators and managers; agricultural related occupations; forestry occupations; mechanics and repairers; construction trades; extractive occupations; precision production occupations; plant and system operators; production supervisors; machine setup operators; machine operators and tenders; fabricators, assemblers, and hand working occupations; production inspectors, testers, samplers, and weighers; transportation and material moving supervisors; transportation occupations; material moving occupations; helpers; handlers, equipment cleaners, and laborers; and military occupations. A wage table and an index are included. (KC)

ED 325 731 CG 022 279

Carbone, Dominic J.

Stress and Coping at Work and at Home: The Spillover Issue.

PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Employment; *Family Relationship; Models; *Stress Variables

For people who work in high stress occupations the effects of certain stressful situations can take their toll not only on workers' performance at work and their psychological well being, but also on their family life. This study explored the relationships between job stress, psychological distress, occupational and family outcomes, and coping at work and at home, and attempted to improve on a method of coping scale development first proposed by Latack (1986). Stressors were categorized in this study as job ambiguity, job conflict, and job overload. Subjects were workers (N=129) and their spouses and cohabitants (N=40). High job stress was related to and predictive of poor organizational, psychological, and family outcomes. Coping at work was related to increased occupational self-esteem and job satisfaction. Coping at home with the stress encountered at work was related to increased psychological distress. The families of the workers perceived themselves as having only positive effects on the worker, and perceived the job as having only negative effects on family life; the worker generally saw the job as having primarily positive effects on the family. The Latack coping scales and other measures were judged to have performed reliably. A longitudinal design with a more heterogeneous sample is suggested for future research in this area. (Author/ABL)

ED 325 747 CG 022 900

Boccellari, Alicia; And Others
The Physical, Psychological, and Spiritual Assault.
PUB DATE- 89
NOTE- 73p.; Chapters 8-11 of "No Longer Immune: A Counselor's Guide to AIDS" (see CG 022 897).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Client Characteristics (Human Services); Coping; *Counseling Techniques; Counselor Role; *Counselors; Death; *Hospices (Terminal Care); Mental Disorders; Well Being
IDENTIFIERS- Family Therapy

This document consists of the third section of a book written to educate and inform those in the helping professions on how to deal with Acquired Immune Deficiency Syndrome (AIDS). The four chapters in section 3 examine special issues for people with AIDS. "Caring for People With AIDS Dementia Complex" (Alicia Boccellari, Craig Kain, and Michael Shore) describes the clinical aspects of the AIDS dementia complex produced by the human immunodeficiency virus' (HIV) insidious ability to cross the blood-brain barrier. "Treating AIDS: A Family Therapy Perspective" (John Curtis) describes the impact of AIDS on the family system, defining family in its broadest sense and offering counselors suggestions on working with the "second chance" family as well as the nuclear family of someone with AIDS, his or her friends and lovers, as well as his or her spouse. "Modern Hospice Care" (Sr. Patrice Murphy and Carole Donovan) describes hospice care as one option that those in the last stages of life have. It also examines the bereavement services provided by hospice caregivers to loved ones that complete the continuum of hospice care. "Sustaining the Spirit" (Rev. Albert Ogle) shares a perspective on the deepest and most personal struggle that an HIV-infected person can face. It includes moving work by members of one parish, successfully struggling to counter the debilitating feelings of powerlessness AIDS encourages. (NB)

ED 325 763 CG 022 916

Smith, Meredith
Counseling through the Funny Bone: Humor in Guidance.
PUB DATE- Aug 88
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Anxiety; *Comedy; *Counseling Techniques; Counselor Client Relationship; Elementary Secondary Education; *Emotional Adjustment; Emotional Problems; Empathy; *Humor; Individual Development; Inhibition; Rapport; Stress Management; Teacher Student Relationship
IDENTIFIERS- Laughter

This paper examines the role that humor may play in guidance counseling. After a brief review of the literature on the physiology of laughter and the therapeutic effects of humor, the paper draws on past research to discuss the developmental stages of humor from infancy to late adolescence and adulthood, citing examples of the kinds of humor that appeal to children at various stages. The subsequent section reviews research on humor in an educational setting. This includes findings showing the palliative effects of humor on tension and anxiety, especially during test-taking. Also discussed are examples of the value of humor as an aid for both teaching and evaluation, along with its potential dangers. A distinction is drawn in this regard between constructive humor (laughing with others) and destructive humor (laughing at others). The final section discusses implications for the use of humor in counseling. Several techniques for using humor in counseling contexts are cited and discussed, including self-effacing humor, humorous cartoons and posters, assignments with a humorous focus, humorous quotations, jokes and anecdotes, and games. It is concluded that humor can enable students to cope with the more serious side of life and create a better atmosphere for decisionmaking and problem solving. References are included. (TE)

Drier, Harry N.
National Consortium of State Career Guidance Supervisors, Columbus, OH.
Legal, Professional and Ethical Issues: The Use of Computers.
PUB DATE- Nov 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Uses in Education; *Counseling; Counselor Client Relationship; Elementary Secondary Education; *Ethics; Higher Education; Legal Responsibility
IDENTIFIERS- *Computer Assisted Counseling; *Computer Assisted Guidance

This monograph deals with normative ethics, or the application of ethical principles in judging the rightness or wrongness of actions. Specifically, the monograph addresses normative ethics in the use of automated systems in the field and practice of counseling and guidance. It is noted that the immense growth planned for computer applications in guidance and counseling suggests the potential value in looking at ethics from the perspective of philosophical analysis, or metaethics. These legal issues in the use of computers in counseling are discussed: confidentiality; reliability; records; research; security; and networks. These ethical issues are discussed: screening of clients; literacy; testing and interpretation; popular misconceptions; counselor intervention; system access; unattended access to software; software bias; freedom of choice; climate of integrity; confidentiality within and among groups; notes and records of client sessions; orientation to expectations and limitations; and experimentation and research. These professional issues are discussed: learning styles; decisionmaking and planning; graduation requirements, tracking, and determination; professional renewal; systems evaluation; purchase guidelines; video enhancements; informed consumerism; conflict with counselor advice; and individual and computer scoring. The monograph concludes with the recommendation that new ways must be found to take advantage of technology in order for counselors to have more supportive, insightful, private time with clients. (ABL)

ED 325 844 CS 212 218

Adkins, Donna
"Writing To Read" Evaluation Report: West Virginia Project for School Year 1988/89.

PUB DATE- Jun 89
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Kindergarten Children; Primary Education; *Program Evaluation; Reading Instruction; *Reading Writing Relationship; *Spelling; Student Experience; Writing Across the Curriculum; Writing Improvement; *Writing Instruction; Writing Readiness; *Writing Skills
IDENTIFIERS- Childrens Writing; West Virginia; Writing Attitudes; Writing Development; *Writing to Read Program

Writing to Read (WTR) is a computer-based instructional system designed to develop writing and reading skills of students in the primary grades. Evaluation of the WTR program in West Virginia was conducted with kindergarten students only. Thirty-one kindergartens in five counties were involved in the evaluation study as the treatment group, receiving WTR instruction. Twenty-seven classrooms served as the control group not receiving WTR instruction. Test results were analyzed using the Statistical Analysis System computer program. Results on the spelling and writing tests indicated that all treatment groups in each subject in each county scored higher than the control groups; however, reading test results indicated that WTR instruction seemed to have made little difference. Participating teachers' opinions were sought and compiled to gain additional evaluation information. Results of the questionnaire indicated the treatment group teachers rated the WTR program is more effective than the control group teachers rated their reading program. The WTR program instruction has proven itself effective in the areas of spelling and writing for kindergarten students in the five West Virginia counties taking part in the project. (Three tables of data are included. Seven appendixes include: WTR Validation, Spelling Tests Used in the National Evaluation of WTR, Instructions, Directions and Criteria for Collecting and Scoring Writing Samples, and Teacher Questionnaires.) (MG)

ED 325 990   EC 232 493

Minnesota Governor's Planning Council on Developmental Disabilities,
St. Paul.
A New Way of Thinking.
PUB DATE- Jan 87
NOTE- 50p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Deinstitutionalization (of Disabled); *Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Employment Opportunities; Financial Support; Human Services; Incidence; Independent Living; Individualized Programs; Mainstreaming; *Normalization (Handicapped); Postsecondary Education; Preschool Education; Program Implementation; *Public Policy; *Rehabilitation; Social History; *State Programs; State Standards
IDENTIFIERS- *Minnesota

The report describes policies and services for individuals with developmental disabilities in Minnesota. It emphasizes changes in the way of thinking about individuals with developmental disabilities as knowledge increases concerning what they are capable of doing and what is important in their lives and how they can be supported in communities. The report notes that incidence of developmental disabilities in the Minnesota population, outlines the needs of individuals with developmental disabilities, and notes that they are more like the rest of the population than they are different from it. The new way of thinking stresses supporting individuals, families, and communities. A new perspective on policy is offered, along with an overview of the history of services to people with developmental disabilities. Educational services from preschool to adult vocational programs are described. A section on new living options discusses returning people to communities, developing alternatives to regional centers, and establishing more individualized settings. Alternative approaches to traditional job placement involve rehabilitation services, developmental achievement centers, and integrated employment opportunities. A final section examines mechanisms needed to support the new vision (federal funding reforms, alternatives to institutional care, and promotion of individualized options) and notes what Minnesotans can do to support the vision, as consumers and parents, policymakers, professionals, citizens, and communities. Photographs, quotations, tables, charts, and graphs illustrate the text. (36 references.) (JDD)

ED 326 007 EC 232 610

Missouri Univ., Columbia. Missouri LINC.
Referral, Identification, Placement: The Missouri Special Education Process. Revised.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; *Handicap Identification; Intervention; *Referral; Screening Tests; State Standards; *Student Evaluation; *Student Placement
IDENTIFIERS- *Missouri; *Prereferral Intervention

This paper details the procedures and sequential process followed by the state of Missouri in the referral, identification, and placement of students into special education programs. Definitions for four key terms (compliance plan, prereferral intervention strategies, referral, and screening survey) are provided. Guidelines are then presented as answers to such frequently asked questions as: what are the procedures that are required to determine if special education services should be provided? (nine steps are listed); what is the purpose of screening? what areas are considered during the screening process? (screening in seven areas is required); who conducts the screening and what are the regular classroom teacher's responsibilities? what procedures are used in screening? (both periodic and continuous procedures); what are examples of prereferral intervention strategies that are used prior to a formal indepth evaluation? what is involved in the evaluation process? are school districts required to have parental consent prior to evaluation? how is the evaluation and diagnostic information used? and what are the sequential procedures in the individualized education program? Appendixes include an outline of sample intervention strategies and relevant forms taken from the Missouri Special Education Process Manual. (DB)

ED 326 054 FL 018 972

Mavrides, Vasilia Bolla

An Analysis of Errors Committed by Greek Learners of English in Prepositions.

PUB DATE- Apr 90

NOTE- 12p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English (Second Language); Error Analysis (Language); *Error Patterns; *Greek; Higher Education; *Interference (Language); Language Research; Language Tests; *Prepositions; Second Language Instruction; Uncommonly Taught Languages; *Verbs

A study examined the errors in the use of prepositions, particularly of prepositional verbs, made by native Greek speakers learning English. Two tests were constructed, one a translation of a Greek text into English and the other a series of English sentences to be completed with the appropriate prepositional word based on the Greek equivalent offered. Subjects were 50 first-year university students with similar linguistic, sociocultural, and educational backgrounds. Error analysis was performed in three stages: recognition; description; and explanation of errors. Statistical analysis was carried out on the 306 errors committed by the subjects on the two tests. Results indicate that: (1) intralingual and developmental errors were 1.6 times more frequent than language transfer errors, and were almost exclusively syntactic; and (2) language transfer errors were mainly lexico-semantic and only partly syntactic. Pedagogical implications of the findings can be summarized as follows: when teaching preposition use to Greek learners of English, teachers must emphasize the differences in prepositions in the two languages and stress the structure and syntax of the English prepositional verbs in addition to their semantics. Sample tests and a brief bibliography are appended. (MSE)

Davis, Diane M.; And Others
Field Dependence and Vocational Choice of Interior Design Students.
PUB DATE- Oct 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Cognitive Processes; *Cognitive Style; College Programs; *College Students; *Field Dependence Independence; Higher Education; *Interior Design; *Majors (Students); Success

One hundred ninety-three interior design college students were administered the Group Embedded Figures Test, a measure of field dependence, in order to evaluate two of Witkin's hypotheses regarding career choice. The career-differentiation hypothesis predicted that students electing to major in interior design would be field independent because interior design, like art and architecture, requires restructuring and analyzing skills. This hypothesis was supported as results showed that interior design majors were field independent. The training hypothesis predicted that cognitive restructuring skills associated with field independence would be increased as students progressed from the freshman to senior year of study. Results consistent with the training hypothesis showed an increase in cognitive restructuring skills as students increased the amount of course work in interior design. However, this result may have been due to field-dependent students switching to other majors more compatible with their cognitive style. Results also showed that field independence was related to achievement in a number of specific courses in the interior design major. (Author/KC)

ED 325 796 CG 022 956

Muzekari, Louis H.; And Others

Youth Commissions: Effective Instruments for Development of Adolescent Services.

PUB DATE- Aug 90
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Change Agents; Community Services; *County Programs; Organizational Objectives; *Program Development; *Youth Programs

This paper describes the development and implementation of a county Youth Services Commission beginning with its inception, organizational structure, and subsequent role in facilitating county-wide programs for adolescents. As a branch of county government, with an independent staff, the Commission employed a subcommittee format to bring together a broad cross-section of key community leaders and human services professionals to both develop and establish new and innovative programs for adolescents. The Commission's role as a catalyst has been an effective instrument of change, and has implications for the development of adolescent services in other communities. (Author)

Hongcharu, Boonchai

Characteristics of Research on Sex-Role Stereotyping and Television.

PUB DATE- Nov 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Content Analysis; Females; *Research Methodology; Sex Differences; *Sex Role; *Sex Stereotypes; *Television; Television Commercials; Television Research; Womens Studies

A review of 19 studies in 17 articles on sex-role stereotyping and television has revealed some common characteristics. Three types of research can be classified: content, effect, and correlation. Content analysis was the most popular. Even though various types of TV programs were studied, each research study investigated only one type of program and/or commercial at a time. Most researchers used children as their respondents. The results from 15 research studies in this analysis supported the notion that there was significant sex-role stereotyping in television content, and viewers were likely to perceive and be able to recall such behavior. However, four studies done in the 1980s showed contradictory findings which may reflect a slowly changing trend for women in American society. (Two tables of data are included, and 30 references are attached.) (Author/MG)

ED 325 909 EA 022 336

Merenbloom, Elliot Y.
National Middle School Association, Columbus, OH.
Developing Effective Middle Schools through Faculty Participation. Second and Expanded Edition.
PUB DATE- 88
NOTE- 131p.; Supersedes previous edition ED 214 272.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adolescents; *Developmental Programs; Educational Improvement; *Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; Models; *School Effectiveness; Staff Development; Student Needs; *Teacher Participation
This publication, designed to help schools develop successful middle school programs and establish long-range goals for educating early adolescents, is divided into two parts. Part I examines the conceptual development of the effective middle school. It begins with a review of recent effective schools research and goes on to list and define 11 effective middle school characteristics. An effective middle school: (1) features a program responding to early adolescents' physical, intellectual, social-emotional, and moral needs; (2) has a set of program guidelines; (3) possesses a curriculum plan that includes organized knowledge, skills, and personal development activities; (4) has a clearly established program of studies based on exploration and student growth opportunities; (5) builds on elementary education strengths while preparing students for high school; (6) employs teachers using appropriate teaching strategies; (7) creates teaching teams using block-of-time scheduling; (8) emphasizes staff members' guidance and counseling function by providing a supportive climate; (9) promotes flexible scheduling to meet students' varying needs; (10) actively involves parents; and (11) evaluates the program regularly. Part I also explains the change process and presents a staff development model for successful program implementation. Part II features a comprehensive model for implementing the 11 effective school characteristics and presents a specific plan for each programmatic piece. Included are a review of the conceptual basis for each characteristic, techniques to organize administrative/supervisory leadership, goal-setting procedures, and assessment methodologies. (MLH)

ED 325 956 EA 022 446

Baird, Jennifer
Examining Parent Selection in the East Baton Rouge Controlled Choice Plan.
PUB DATE- Sep 90
NOTE- 34p.; Ph.D. Requirements, Louisiana State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Community Involvement; *Desegregation Effects; Elementary Secondary Education; *Parent Participation; Program Evaluation; *Racial Balance; *School Based Management; *School Choice; *School Holding Power; Surveys
IDENTIFIERS- *East Baton Rouge Parish School System LA

In 1988, the East Baton Rouge (Louisiana) Parish School System implemented an education reform plan to reduce mandatory busing by offering a controlled choice plan allowing educational options. Two years later, parent and community involvement in schools has improved and white enrollment has increased. To understand why a few schools have had limited success at attracting students outside their attendance zones, a study was conducted to identify selection factors important to parents. Following an extensive overview of desegregation efforts and their relationship to choice alternatives, research findings concerning the current choice debate and parental choice issues are summarized. The study of parental choice influences used a stratified sample of 8 pilot and 8 nonpilot schools with an enrollment totalling 9,000 students. The survey asked respondents to rank eight indicators of school choice (location, school policy, reputation, leadership, distance, physical facilities, extracurricular activities, and school program) from most important to least important. Open-ended questions were also included. Results showed the primary parental choice factors to be location in relation to homes, a school's "face value" or public perception, and leadership and staff abilities and qualifications. Racial composition was only occasionally mentioned. A sample survey is attached. (28 references) (MLH)

ED 325 976 EA 022 478

Dunlap, Diane M.; Goldman, Paul
"Facilitative" Power in Special Education and Clinical Supervision.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; *Authoritarianism; Decentralization; Elementary Secondary Education; *Participative Decision Making; *Power Structure; *School Restructuring; Theory Practice Relationship
IDENTIFIERS- *Empowerment; *Facilitator Styles

The concept of power, fundamental to understanding human interactions and institutions, remains puzzling, elusive, theoretically complex, and largely unexamined by practitioners. A school restructuring agenda that purportedly changes power relationships in schools is being proposed and tested throughout the country. Basic questions are being asked about top-down power, and terms such as "power sharing," "empowerment," and "site-based management" embody hopes and expectations for improving school performance. These discussions rarely consider the underlying assumptions affecting power relationships among the practitioner/actors involved in decision-making. Attempting to reconsider the dominant sociological theories explaining power in schools, this paper argues that facilitative power, an alternative to traditional (authoritarian) interpretations of power in organizations, more accurately describes how power is exercised in school settings. Facilitative, interactive power has become increasingly common in settings where no single individual or role commands decision-making control without dependence on expert knowledge and cooperation among colleagues. Facilitative power enlarges decision-making and encourages nonstandardized approaches to problem-solving. Specific examples include the individualized educational program process in special education and current clinical supervision practices. These demonstrate the limitations of traditional power concepts and the usefulness of facilitation for capturing the essential nature of interactions among principals and both professional and nonprofessional staff. (57 references) (MLH)

ED 325 623 CE 056 054

Mitchell, Vernay; And Others
National Center for Research in Vocational Education, Berkeley, CA.
Exemplary Urban Career-Oriented Secondary School Programs. Revised.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 259p.; Revised version of ED 312 502.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Career Education; Educational Environment; *Excellence in Education; High Schools; Instructional Effectiveness; Instructional Leadership; *Outcomes of Education; Program Costs; School Administration; School Business Relationship; *School Effectiveness; *Secondary School Curriculum; Success; Teacher Expectations of Students; *Urban Education; Urban Schools
IDENTIFIERS- California (Los Angeles); Illinois (Chicago); New York (New York)

This study was designed to document the key factors in the success of 12 urban high schools that prepare students for specific occupational fields as well as for college entrance. Case studies were used to gather information from the schools in the New York City, Chicago, and Metropolitan Los Angeles school districts. The research yielded 10 factors that may be associated with the success of the schools: (1) a safe and orderly environment conducive to teaching; (2) a businesslike attitude of teachers and students; (3) a warm and caring school climate; (4) an admissions process that makes students feel special--based on student interest in the career specialty, not solely on test scores; (5) a dual mission to prepare students for an occupation and for college; (6) high expectations for all students to succeed accompanied by attempts to minimize grouping students by ability; (7) a curriculum organized around an industry or a discrete set of subjects; (8) the integration of theory and practice in the courses of instruction; (9) strong linkages with business and industry and sometimes with local institutions of higher education; and (10) leadership in the office of the principal that is inspiring, sensitive, and firm. These schools sometimes encounter barriers in the form of school district and teacher union regulations about teacher hiring and training of teachers as well as from budget constraints. However, they are not much more costly than regular schools and are much more effective in their urban neighborhoods than other schools. (Report includes the case studies, 15 references, the interview guide and case study outline, and delivery system specifications used for the cost comparisons.) (KC)

ED 325 639 CE 056 158

Pogodda, Gerhard, Ed.; And Others
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Organization, Contents and Methods of Adult Vocational Education in Relation to Job Changes and the Acquisition of New Skills in the GDR. Studies in Technical and Vocational Education.

PUB DATE- 88
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Adult Vocational Education; *Career Change; Career Education; Developed Nations; Displaced Homemakers; Employed Women; Foreign Countries; *Job Development; Job Skills; Postsecondary Education; Teaching Methods; *Technological Advancement
IDENTIFIERS- *East Germany

Economic and social policies are at the core of the job development process in the German Democratic Republic. New jobs must be available before the process of transfer of labor is actually initiated by further education and training of the work force. The acceleration of the rate of technological innovation has caused a demand for job change within the work force. The reasons for technologically conditioned job changes result primarily from a number of effects on internal production processes. Principles that underlie job change are full employment, employment conforming to qualifications, and personality promoting. Vocational and further education are appropriate responses to change in job requirements. Special attention must be given to the content, organization, and methods of adult vocational education in typical cases of job change. (Almost three-fourths of this report is devoted to suggestions, models, and examples of adult vocational programs that focus on structural changes in the territory and national economy, in-plant rationalization and product development, job change for medical reasons, and reintegration of mothers into the work force.) (YLB)

ED 325 685 CE 056 266

Hevel, David; Tannehill, Dana, Ed.
Missouri Univ., Columbia. Instructional Materials Lab.
Automatic Transmissions and Transaxles. Auto Mechanics Curriculum Guide. Module 8. Instructor's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 90
NOTE- 324p.; For related modules, see ED 317 715-716, ED 317 839, and CE 056 262-265.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Industrial Arts; Learning Activities; Motor Vehicles; Secondary Education; State Curriculum Guides
IDENTIFIERS- Missouri; *Transaxles (Automotive); *Transmissions (Automotive)

This module is the eighth of nine modules in the competency-based Missouri Auto Mechanics Curriculum Guide. Six units cover: introduction to automatic transmission/transaxle; hydraulic control systems; transmission/transaxle diagnosis; automatic transmission/transaxle maintenance and adjustment; in-vehicle transmission repair; and off-car transmission repair. Introductory materials include a competency profile and cross-reference table that shows how competencies relate to instructional objectives, job sheets, assignment sheets, and test items. Each unit consists of some or all of these components: objective sheet with unit and specific objectives; cover sheet with content outline and list of references; information sheets; assignment sheets; job sheets; and unit test with answer key. (YLB)

ED 325 701 CE 056 286

Missouri Univ., Columbia. Instructional Materials Lab.
Restorative Nurse Assistant. Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 90
NOTE- 514p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Course Content; Definitions; Educational Resources; Learning Activities; *Long Term Care; *Nurses Aides; Pain; Physical Disabilities; Physical Health; Physical Mobility; *Physical Therapy; Postsecondary Education; *Rehabilitation; Special Health Problems; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Missouri

This curriculum material covers the basic orientation and necessary skills which would enable the practicing Certified Nurse Assistant to be trained as a Restorative Nurse Assistant. The shift in emphasis from maintenance care to restorative care in the long-term care setting has created a need for trained paraprofessionals who are competent in the special knowledge and skills to assist in therapeutic rehabilitation as prescribed by the physical therapy, occupational therapy, and speech therapy consultants. The guide contains 33 lesson plans grouped into seven units covering the following topics: introduction to restorative nurse assistant; communications; social-psychological aspects of long-term care; functional anatomy and physiology; functional significance of common health problems; cognitive loss and memory impairment; and specific restorative techniques. Each lesson consists of the following components: scope of unit; lesson objectives; information assignment; references; introduction; outline; summary and conclusion; interaction items; classroom/laboratory activities; and evaluation items with answer key. The module also contains sample chart notes written by a nurse and a glossary. (KC)

ED 325 829 CS 010 316

Alabama State Dept. of Education, Montgomery.
Language Arts Curriculum Guide, Grades 7-8. Bulletin 1990, No. 21.
PUB DATE- 90
NOTE- 731p.; For the guide for grades 4-6, see CS 010 315.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Course Content; *Course Objectives; Course Organization; *Curriculum Guides; English Curriculum; Grade 7; Grade 8; Junior High Schools; *Language Arts; *Language Skills; Listening Skills; Speech Skills; Thinking Skills
IDENTIFIERS- Alabama

Designed to help classroom teachers implement the "Alabama Course of Study: Language Arts," this curriculum guide for grades 7-8 is in three major sections. The first section is a table of contents that lists desired student outcomes under each of the four major strands mandated by the course of study (listening, speaking, reading/literature, and writing) and lists page numbers after each outcome to direct the teacher to classroom activities that address the specific outcome. The second and largest section of the guide consists of classroom activities, divided among the four strands. Each strand is subdivided into skills areas in which the specific student outcomes are placed. The activities are preceded by student outcome statements and notes for the teacher that convey information important for effectively implementing the activities. The third section is referred to as the "Original Sources and Student Outcomes" portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken (the Alabama Course of Study, the Stanford Achievement Tests, and the Alabama Basic Competency Tests), and will serve as a reference for local school systems that wish to trace the source of each outcome. The guide is intended to be supplemental in nature, supplementing textbook materials and complementing locally developed curriculum materials. (SR)

ED 325 861 CS 212 572

Rauch, Sidney J.
That First Year.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; *English Instruction; *English Teacher Education; Grade 11; High Schools; Secondary School Teachers; *Teacher Administrator Relationship; Teacher Role; Teacher Student Relationship; Teacher Supervision; Teaching Methods
IDENTIFIERS- Reminiscence

In a reminiscence of his first year of teaching (in 1946), a teacher notes: (1) his complete unpreparedness for the task of teaching 11th grade English to 35 teenagers; (2) that his activities were a crude form of testing, and certainly not teaching; (3) that the goodwill and helpful suggestions of the English department chairman were decisive in his decision to remain a teacher in spite of that disastrous first term; and (4) that there were many simple things he could have done with the text his class labored through, such as personalize the text or read portions of it aloud. (SR)

ED 325 894 CS 507 335

White, Ken W.
Functional Communication in Adult Education: A Learning Community Method.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Conference "Collaboration, Communication, Creativity: Learning Assistance in the 90's" (22nd, Seattle, WA, March 15-18, 1989). Best available copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Communication Skills; Daily Living Skills; Information Dissemination; *Learning Processes; Learning Theories; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Communication Competencies; *Functional Communication

Functional communication emphasizes the uses that communication serves in everyday interaction and places particular importance on the context in which the functions are performed. A practical means for integrating functional communication instruction into adult education environments is the learning community method. Learning community students synthesize knowledge and information from a spectrum of different points of view, concentrate on dialogue and collaborative learning with their instructors and peers, and experience the dominant functional uses of communication in daily life. The general goal of the learning community is to provide a holistic structure through which students can synthesize different subject areas and/or courses and give coherence to their general learning experience. Distinctive features of learning communities include: common themes, a sense of purpose, reduced isolation of faculty members from one another and from students, relating of faculty members to one another as specialists and educators, continuity and integration in the curriculum, and group identity and cohesion. Learning communities also encourage greater intellectual interaction between students, between students and faculty, and between faculty members. Interaction is active and vocal in a learning community setting, not limited to the often mechanical and routinized interaction of traditional lectures, term papers, and examinations. (Sixteen references are attached.) (MG)

ED 325 939 EA 022 427

Goldman, Paul

Jump-Starting Educational Reform. Implementing British Columbia's Comprehensive School Act.

PUB DATE- Oct 90
NOTE- 12p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Centralization; Decentralization; *Educational Change; Educational Innovation; Educational Objectives; Elementary Secondary Education; Foreign Countries; Organizational Climate; Politics of Education; *School Based Management; *School Restructuring
IDENTIFIERS- *British Columbia

An educational reform effort to implement a comprehensive school act in British Columbia (Canada) is analyzed with a focus on some sociotechnical and political aspects. An overview of the content, background, and implementation of the reform effort is followed by identification of seven contradictions inherent in the plan. Contradictions are as follows: (1) inconsistency and lack of integration between proposals; (2) lack of incorporation of new ideas into schools' organizational structures; (3) simultaneous centralization and decentralization processes; (4) dysfunctional organizational effects of initial implementation; (5) conflict between content and process; (6) discrepancy between technical-rational and political goals; and (7) conflict between increased parent involvement and increased centralization. (31 references) (LMI)

ED 326 022 EC 232 626

Giangreco, Michael F.; And Others
Vermont Univ., Burlington. Center for Developmental Disabilities.
COACH (Cayuga-Onondaga Assessment for Children with Handicaps).
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) m
DESCRIPTORS- Curriculum Development; •Developmental Disabilities; •Educational Planning; Elementary Secondary Education; •Evaluation Methods; Lesson Plans; Mainstreaming; •Needs Assessment; Preschool Education; Program Development; Scheduling; •Student Educational Objectives; •Student Evaluation; Student Needs
IDENTIFIERS- •Cayuga Onondaga Assessment for Children Handicaps

The Cayuga-Onondaga Assessment for Children with Handicaps (COACH) is an assessment and planning tool designed to assist in the development of relevant educational programs delivered in integrated settings. The tool provides methods to determine a student's top learning priorities from a family-focused perspective, translate priorities into goals, determine the breadth of curriculum beyond the top priorities, identify management needs related to instruction, develop short-term objectives, and develop a plan for meeting learning and management needs within general education schedules and routines. The tool is predicated upon family members and professionals working together as a team. The tool includes functional curricular content designed to extend or supplement general education curriculum. The model conceptualizes functional activities and skills as belonging to one of three general categories: cross-environmental activities, environment-specific activities, and sensory learning skills. This manual for the sixth version of COACH describes assumptions upon which the tool is based, provides background information and general directions for administering the assessment, offers samples of completed forms, and provides a blank form. The manual discusses steps for developing objectives, creating integrated lesson plans, and scheduling to provide mainstream opportunities for students. (45 references) (JDD)

ED 326 038 FL 017 986

Valadez, Concepcion M.; Gregoire, Clementina P.

California Univ., Los Angeles. Center for Language Education and Research.

Selecting Instructional Materials for Language Minority Students: A Materials Analysis Inventory.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 19p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Instructional Materials; *Limited English Speaking; *Measurement Techniques; *Media Selection; Teaching Guides; Textbooks

IDENTIFIERS- *Language Minorities; *Materials Analysis Inventory

The Materials Analysis Inventory is designed to assist educators in determining the appropriateness of instructional materials for particular students. This instrument consists of a grid displaying sets of characteristics identified by classroom teachers, curriculum evaluators, and specialists in the education of minority students as important in instructional materials. The inventory may be used to examine commercially published material as well as material that has been locally developed. Desirable features of both teacher's manuals and student texts are included. The Materials Analysis Inventory provides a means for determining the presence and frequency, or the absence, of features considered imperative for the instruction of language minority students, such as cultural relevance of the context used and attention to language development issues. In addition, the instrument includes content urged by recent innovations in curriculum frameworks for all students, such as the development of thinking skills. Use of the Materials Analysis Inventory results in a profile of the materials' strengths and weaknesses. (The inventory with instructions is appended.) (Author/MSE)

ED 325 716 CE 056 327

Carlson, Carol Gordon
Educational Testing Service, Princeton, N.J.

Beyond High School: The Transition to Work. Focus 25 1990.

PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Job Analysis; Job Placement; *Job Skills; Occupational Information; Part Time Employment; Secondary Education; *Skill Analysis; *Student Employment; Vocational Education

This report discusses the problem of inadequate assistance for work-bound youth. The employment outlook for the typical work-bound high school graduate is gloomy due to a shrinking labor force and poorly prepared workers. Employer complaints of poorly trained youth, weaknesses of secondary vocational education programs, the increasing need for improved continuing education, and concerns of legislators are addressed. Suggesting that the solution must be multifaceted, the report considers an approach that includes developing and making available appropriate tools to determine abilities of the U.S. work force, updating curriculum and methods in the public education system to develop these skills, integrating student part-time work into the student's studies, and providing programs and support services that train for the work force or smooth the transition into a career-track job. The report concludes that new ways of looking at the old problems should be created and that increased funding as well as a more positive attitude concerning the career goals of work-bound students are needed. Four vignettes describe the Job Training Partnership Act, Worklink, Jobs for America's Graduates, and Educational Testing Service research on workplace literacy training. Eleven references are listed. (YLB)

Towers, David A.
Cognitive Developmental Therapy: Aiding Adult Children of Dysfunctional Families.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Cognitive Development; *Counseling Objectives; *Counseling Techniques; Counseling Theories; Counselor Role; *Family Problems
IDENTIFIERS- *Dysfunctional Families; World Views

The works of Kegan and Guidano have presented cognition and emotion as complementary modes of knowing that develop together. Cognition is conceived of as being concerned with the knowledge of reality, and emotions are conceptualized as people's system for knowing of their relationship to that reality. Adult children of dysfunctional families are a pluralistic group yet share certain characteristics of self-centeredness, dishonesty, fear, and physical illness. Intense emotional arousal interferes with effective thinking, and distorted thinking propagates inappropiate emotional arousal. Over time these patterns are identified with different types of patterns that inhibit further adaptive development. There are methods which facilitate the growth of individuals beyond their functioning. The role of a therapist in this process usually involves challenging the world views of the client. Ivey (1986, 1988) suggests facilitating the client's construction of new world views using a neo-Piagetian schema for identifying the level of cognitive operations at which the client is functioning. Adult children of dysfunctional families are often pained and confused survivors who welcome a chance for freedom from the bondage of their own viewpoints and the joy of becoming. (ABL)

ED 325 748 CG 022 901

Garfield, Nancy J.; And Others
The Professional Challenges for Counselors.
PUB DATE- 89
NOTE- 52p.; Chapters 12-14 of "No Longer Immune: A Counselor's Guide to AIDS" (see CG 022 897).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Caregivers; Client Characteristics (Human Services); Coping; Counseling Techniques; Counselor Role; *Counselors; *Ethics; *Health Education; *Legal Responsibility; *Prevention; Well Being
IDENTIFIERS- *Countertransference

This document consists of the fourth section of a book written to educate and inform those in the helping professions on how to deal with Acquired Immune Deficiency Syndrome (AIDS). The three chapters in section 4 are devoted to special issues for counselors, issues that directly affect the caregiver. They examine professional challenges to counselors doing AIDS work. "AIDS Education and Prevention" (Nancy Garfield and Rev. James Hammond) underscores how important it is that all counselors be educators and proposes specific techniques for effective AIDS prevention and education programs. "AIDS and the Duty to Warn: Ethical and Legal Factors" (Richard Green) describes the dilemma AIDS poses and the duty to warn potential victims. It clearly and concisely provides counselors with information they need to face the difficult decisions of conscience, statutory law, and ethical guidelines. "Coping With Countertransference" (Sheila Namir and Scott Sherman) discusses countertransference from an expanded view, referring to a counselor's conscious and unconscious emotional reactions to clients and the nature of the human immunodeficiency virus (HIV) spectrum diseases. It examines situational and therapist factors in countertransference and gives suggestions for confronting countertransference issues and preventing burnout. (NB)

ED 325 764 CG 022 917

Helmkamp, Jill M.

Physical Fitness and Counseling.

PUB DATE- Jun 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Anxiety; Counseling Techniques; Depression (Psychology); *Emotional Adjustment; *Emotional Development; Locus of Control; Personality Development; *Physical Fitness; *Physical Health; *Self Concept; *Therapeutic Recreation

Human beings are a delicate balance of mind, body, and spirit, so an imbalance in one domain affects all others. The purpose of this paper is to examine the effects that physical fitness may have on such human characteristics as personality and behavior. A review of the literature reveals that physical fitness is related to, and can affect, several personality characteristics, such as self-concept, depression, anxiety, attention span, and locus of control. Implications for counselors are explored, as well as ideas for implementing a more holistic approach to counseling that includes the physical domain. Guidelines are proposed for counselors who introduce physical activity and exercise into their clients' therapeutic process, and suggestions are made for further research. (Author/TE)

ED 325 781 CG 022 937

Groves, Nancy J.

Understanding the Emotional Impact of a Serious Illness.

PUB DATE- Oct 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Michigan Association of Suicidology (4th, Southfield, MI, October 25-26, 1990). To help families and patients along the lines described in this paper, a short book of poetic prose, "Living with Illness," has been used effectively. It is available directly from: Nancy Groves, 4469 Brandywine, Troy, MI 48098 ($5.95).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Coping; *Counselor Role; *Diseases; Emotional Response; *Family Problems; *Terminal Illness

Being diagnosed with a serious illness is a major crisis to face for both the individual with the illness and the loved ones involved. To better prepare patients and their families in the adjustment to the impact of illness, it is essential to teach them the various emotional responses commonly experienced and effective coping skills. Helping professionals need to be aware of the grief reactions experienced when a life-threatening diagnosis is made. Helping the patient and the family to identify the emotions and the fears involved reduces anxiety and feelings of helplessness. Processing feelings of shock, anxiety, anger, depression, guilt and shame and learning ways to adjust to the myriad of changes that are imposed with an illness can enable patients and their families to deal more effectively with this crisis. More importantly, this process helps the patient to adapt and to move toward the establishment of a new identity and awareness that involves more than just physical attributes and abilities. When involved with families who are confronted with a serious illness, it is important that helping professionals respect whatever emotional reaction is being expressed. The role of the helping professional is to offer compassion, understanding, and an opportunity for companionship to the family that struggles with this crisis. (Author/ABL)

Peglow, Paul C.
School Guidance Counselors and Confidential Communications. Responding to Subpoenas and Testimony in Court in Iowa .
PUB DATE- Nov 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Confidentiality; *Counselor Client Relationship; *Counselor Role; Court Litigation; *Disclosure; Elementary Secondary Education; Guidelines; Legal Responsibility; *School Counselors; State Legislation
IDENTIFIERS- *Iowa

Section 622.10 of the Code of Iowa provides that no qualified school guidance counselor shall be allowed, in giving testimony, to disclose any confidential communications entrusted to the counselor by a pupil or his or her parents or guardian while the counselor is in a professional counseling role. In order for this privilege to apply, four elements must exist for the school guidance counselor who has obtained information: (1) state certification of the counselor; (2) information obtained through employment as a counselor; (3) confidential communication properly entrusted to the counselor by pupil, parent, or guardian; and (4) communication necessary and proper to enable the counselor to perform his or her professional duties. Accordingly, this document provides guidelines and rules for counselors to comply with this provision. Included are stipulations against the presence of third parties in counseling sessions where the student reasonably expects confidentiality; general rules for school counselors testifying in court; and rules for written authorization from the student for release of information. A student authorization form for release of information is attached. (TE)

ED 325 812 CS 010 299

Barton, David
Making Sense of Literacy, in the Home.
PUB DATE- Sep 89
NOTE- 11p.; Paper presented at the Conference of the European Association for Research on Learning and Instruction (Madrid, Spain, September 4-7, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; *Adults; Community Characteristics; Ethnography; *Family Environment; Foreign Countries; *Literacy
IDENTIFIERS- *England; *Family Literacy

An ethnographic study of the "Literacy in the Community" project examined what ordinary people read and write in their everyday lives, how they make sense of literacy, and how it fits into the rest of their daily activities, focusing on literacy in the home. Subjects, 20 adults from Lancashire, England, between the ages of 20 and 30 years who had left school as early as possible and who left school with minimal qualifications, underwent detailed interviews concerning the part literacy plays in their lives. Additional data consisted of ethnographic case studies of individual households, observation of neighborhood uses of literacy, and the collection of recorded data on access points for literacy. Preliminary findings suggest categories of significant topics necessary for a complete view of literacy: (1) literacy practices; (2) social practices; (3) roles people take; (4) networks of support; (5) the value of literacy; (6) literacy and change; and (7) how everyday processes of learning are revealed in the home. These categories are illustrated with examples from the data gathered in the study. (RS)

ED 325 845   CS 212 281

Willson, David A.

Sex, Death and Military Might: An Introduction to the REMF Bibliography and the REMF Bibliography.

PUB DATE- Oct 89
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Commercial Art; Foreign Countries; Imagery; *Literature; Motifs; *Paperback Books; *Popular Culture; Recreational Reading; Symbols (Literary); United States History; *Vietnam War
IDENTIFIERS- *Book Jackets; Vietnam Veterans

This bibliography provides a chronological panorama of Vietnam War era mass market paperbacks. In an introduction, the bibliography also identifies the major visual themes used on the paperback covers to market the books. It shows the enormous variety as well as the great sameness of the Vietnam market paperback, 1960-1989, a market which saw these books not as literature printed for the ages but as reading material for the moment--meant to be read and thrown away. Some of the major themes and images identified in the bibliography include: the one-man army; the empty helmet; technology; the jungle; and survival or winning. The bibliography also covers books with Asian motifs and with woman as seductress, as the spoils of war, or in jeopardy. The bibliography lists 953 books under the category of novels, 13 under uncorrected proofs, 20 under pornography, 154 under short stories, 122 under poetry, 24 under drama, 2 under screenplays, 13 under cartoons, and 54 under miscellaneous. (MG)

ED 325 924 EA 022 408

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 1675, Educational Excellence Act of 1989. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (August 2, 1989).

PUB DATE- 89

NOTE- 133p.; Serial No. 101-48. Some small print may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Awards; Criteria; Elementary Secondary Education; *Excellence in Education; *Federal Legislation; Hearings; *Incentives; Recognition (Achievement); Resource Allocation; School Effectiveness; State Action

IDENTIFIERS- Congress 101st

Statements, prepared statements, letters, and supplemental material from a hearing to review the proposed Educational Excellence Act of 1989 are presented. The goal of the legislation is to promote excellence in U.S. education through recognition of and rewards to schools, teachers, and students for outstanding achievements; encouragement of the study of science, mathematics, and engineering; and provision of grants to drug-free and urban schools and to black colleges. The statement of Lauro F. Cavazos, U.S. Department of Education, is included. (LMI)

ED 325 991 EC 232 494

McAnally, Patricia L.; Linz, Mary Hubbard
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
Minnesota Case Management Study/Executive Summary. Policy Analysis Series, No. 24
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Feb 88
NOTE- 39p.; For related project report, see ED 305 778; for its summary, see ED 302 989.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Caseworker Approach; Caseworkers; Delivery Systems; *Developmental Disabilities; Inservice Education; Professional Education; *Program Effectiveness; *Rehabilitation; Social Work; Supervisors; *Supervisory Methods; Time Management
IDENTIFIERS- *Case Management; *Minnesota

This study examined the current case management system in Minnesota and the functions performed by case managers. Data were collected from 206 case managers, 66 case manager supervisors, and 60 county directors of human services agencies. The questionnaires solicited information on different aspects of case management, including training, case manager to client ratios, case load compositions, barriers to effective case management services, and percentages of time spent on case management functions. Among the findings were: (1) the highest mean percentage of time was devoted to developing the individual habilitation plan and the second highest to recordkeeping; (2) the lowest percentages of time were devoted to intake and discharge responsibilities; (3) 80% of the case managers indicated that they had no formal coursework in case management; (4) the mean ratio of case manager to clients with developmental disabilities was 1:55, and ratio of case manager to total clients was 1:68; (5) 17% of supervisors reported that they carried a case load; (6) notable barriers to effective services included the amount of paperwork, heavy caseload size, staff shortages, lack of day program options, and insufficient funds. Strategies are recommended to improve case management services. (JDD)

ED 326 008 EC 232 611

Missouri Univ., Columbia. Missouri LINC.
Postsecondary Education for Students with Special Needs.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Admissions Counseling; College Admission; College Bound Students; *College Choice; College Entrance Examinations; Higher Education; Postsecondary Education; Secondary Education; *Special Needs Students; Student Personnel Services

The paper examines issues for consideration by students with special needs who are interested in postsecondary education. Information is provided in the form of answers to frequently asked questions including: where should a student begin in making plans for postsecondary education? what kinds of general concerns should a student consider in making a decision about postsecondary programs? are students with special needs required to take standard admission tests? how do I find more information about specialized testing for the American College Testing program and the Scholastic Aptitude Test? (addresses are given); once a school or college has been selected, what offices should be contacted? what kinds of special needs services do schools and colleges offer? are there directories and books available which discuss selecting a program and which offer advice on financial aid and special services? and is it important to make a personal visit to a school or college before deciding to attend? Sixteen resources are listed with brief abstracts and source addresses. (DB)

ED 326 055 FL 018 973

Schmidt, Richard

Consciousness, Learning and Interlanguage Pragmatics.

PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interlanguage; *Language Processing; Language Research; Learning Processes; Linguistic Theory; *Pragmatics; *Second Language Learning

A discussion of the ways that consciousness may be involved in learning the principles of second-language discourse and pragmatics draws on current theories of the role of consciousness in human learning in general, with suggestions for extension to the learning of pragmatics. First, research on the degree of consciousness in pragmatic learning and on consciousness and principles of language learning is reviewed. Three distinctions are examined: conscious perception versus subliminal influence in learning; explicit versus implicit learning; and intentional versus incidental learning. Anecdotal and empirical evidence that the research findings are relevant for the learning of first- and second-language pragmatics is assessed. Further evidence for the generalization of principles of pragmatics and discourse is also discussed. It is concluded that data from experimental psychology clearly support the following hypotheses: (1) attention to input is a necessary condition for any learning; and (2) what must be attended to is not input in general, but whatever features of the input play a role in the system to be learned. For learning of second language pragmatics, attention to linguistic forms, functional meanings, and relevant contextual features is required. (MSE)

ED 325 656 CE 056 219

Miller-Parker, Donna; Willing, Delight C.
Adult Basic and Literacy Educators Network of Washington, Seattle.

An Examination and Evaluation of Large Computer Systems for Use in Adult Basic Education Programs.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Office of Adult Education and Literacy Programs.
PUB DATE- May 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Computer Assisted Instruction; *Computer Software; *Computer Software Evaluation; *Evaluation Criteria; Program Evaluation; State Programs
IDENTIFIERS- CCC Instructional System; ClassWorks; Comprehensive Competencies Program; PLATO; WICAT

This report describes a study conducted to provide information that could be used as a basis for program decision making when adult basic education (ABE) program personnel in Washington purchase an integrated computerized learning system. During the project, the following activities were carried out: (1) programs and systems in use in ABE programs in the state of Washington during the 1989-90 school year were identified; (2) an advisory committee was formed; (3) evaluation criteria for use in looking at large computer-based instructional systems were developed; (4) five systems currently in use in Washington that have high consumer interest were identified; (5) an in-depth, on-site examination of these five systems was conducted; and (6) a final report was prepared with specific information about each system. Systems evaluated and described in this report are the CCC Instructional System (Computer Curriculum Corporation, Palo Alto, California); CCP System (Comprehensive Competencies Program, U.S. BASICS, Alexandria, Virginia); ClassWorks System (Computer Networking Specialists, Walla Walla, Washington); PLATO System (Control Data, Rolling Meadows, Illinois); and WICAT System (WICAT Systems, Orem, Utah). A matrix compares characteristics of the five systems. Survey results and the evaluation instrument and checklist are appended. (KC)

ED 325 670 CE 056 249

North Orange County Community Coll. District, Fullerton, Calif.
Workplace Environmental Literacy Project (WELP). Final Report.
SPONS. AGENCY- California State Job Training Coordinating Council, Sacramento.
PUB DATE- 3 Oct 90
NOTE- 129p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Electronics Industry; Illiteracy; *Literacy Education; Minimum Competencies; *Minimum Competency Testing; Models; Personnel Selection; *Skill Analysis; Vocational Education; Work Environment
IDENTIFIERS- *Environmental Literacy; Literacy Audits; *Workplace Literacy

A project was conducted to determine formal and informal competencies based on an expanded definition of workplace environmental literacy. A secondary goal was to develop a compact between employers and training program graduates whereby graduates would have preferential access to employment opportunities. Issues that arose during the implementation of the project were the inadequacy of the calendar portion of the plan of work; the need for continued advisory committee participation; initiation of a new integrated model for the development of workplace environmental literacy competencies; development of a process for auditing the workplace environmental literacy of organizations; assessment through use of a measure of perception of employer expectations rather than through observation of competence; limited number of participants; and impossibility of development of a compact policy priority access and preferential hiring. (Following the 17-page narrative report are extensive attachments, including the Workplace Environmental Literacy Project Plan of Work; quarterly reports; advisory committee information; a bibliography of 14 references; literacy audit documents and completed sample; competency statements by quadrant area; sample employer validation chart; list of competencies for electronic assemblers; participant perception assessment instrument; and behavioral observation checklist assessment instrument.) (YLB)

Clark, Suzanne; Ede, Lisa

English and Education: Rhetoric as a Model for Practical Research.

PUB DATE- Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; *English Curriculum; *English Instruction; English Teacher Education; Higher Education; Learning Processes; Politics of Education; Rhetoric; Rhetorical Theory; Teacher Effectiveness; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Constructivist Thinking; *English Teachers

English education continues to be threatened by standards for research, measurement, and evaluation that ignore the nature of the discipline and devalue teachers' practices. The dominant models for assessing the effectiveness of English teachers reflect assumptions taken from quantitative social sciences or, in the case of models of accountability, from business--this in the era when social sciences themselves (and even sciences) are being profoundly influenced by research in language, rhetoric, and culture. Students' grades, evaluations of teachers, teacher certification, and curriculum reveal domination by ideology and standards belonging to other epistemologies. Rhetoric could be used to construct a discipline of English studies that validates the local knowledge of teachers, yet also places this knowledge in a larger field of inquiry, the cultural memory. (KEH)

Crenshaw, A. Carrie

Dodging the Oppositional Dynamic: A Feminist Perspective on Debate Practice.

PUB DATE- Nov 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Context; Debate Format; Females; *Feminism; Higher Education; Minority Groups; *Persuasive Discourse; Public Speaking; Speech Communication; Speech Instruction
IDENTIFIERS- Cross Examination Debate Association; *Feminist Criticism

Forensics educators should explore the implications of feminism for debate pedagogy and practice. First, the inclusion of feminist perspectives is directly related to the pedagogical goals of solving the problem of women's participation in debate and of accomplishing the task of enabling debate coaches and student debaters to become competent, ethical and compassionate arguers. The common perception of women's "trained incapacity" for argument in general is currently reflected in and wrongly perpetuated by intercollegiate debate practice. Moreover, forensics educators should attempt to remedy this problem by taking the concrete feminist steps of refusing to elevate the goal of competition above all others, by ignoring motives of combat, desire, and self-expression and encouraging the replacement of them with motives of inter-service, instruction, and self-examination and improvement. Finally, speech instruction grounded in feminist theory can foster avoidance of being too critical toward people's foolishness and encourages the belief that argument is best used in service to others by promoting participation in alternate forms of debate. (Twenty-four references are attached.) (KEH)

ED 325 940 EA 022 428

Chang, Derray; Goldman, Paul

Role Conflict and Role Ambiguity among Junior High School Administrators in Taiwan.

PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Elementary Secondary Education; Foreign Countries; Job Analysis; *Junior High Schools; Occupational Information; Organizational Climate; Organizational Communication; Organizational Objectives; *Role Conflict; Role Perception; *Role Theory; *School Administration; *Secondary School Teachers
IDENTIFIERS- *Taiwan

Specific role stress situations experienced by Taiwanese junior high school administrators and their sources, with a focus on Chinese cultural characteristics, are investigated. A questionnaire mailed to 225 administrators in 25 junior high schools yielded 211 responses, a 93 percent response rate. Semistructured interviews were conducted with 16 respondents. Findings indicate that role conflict and role ambiguity are separate constructs and have different sources. Role conflict stems from contradictory external and internal demands, a heavy workload, and incompatible school subcultures and is more likely to reduce job dissatisfaction and increase somatic complaints. Role ambiguity is created by inadequate communication, administrative inexperience, frequent personnel changes, and organizational growth. A conclusion is that Chinese cultural norms appear to amplify role stress. Two tables and one figure are included. (26 references) (LMI)

ED 325 957 EA 022 448

Shelton, Maria M.; Brown, Alan R.
Mentoring Junior Educational Administration Faculty: A Comparison Study between the United States and Canada.
PUB DATE- Nov 90
NOTE- 45p.; Paper presented by Bettye J. Poole at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Comparative Analysis; Foreign Countries; Higher Education; *Mentors; Schools of Education; *Sex Differences; Surveys; *Teacher Educators
IDENTIFIERS- *Canada; *United States

A fall 1989 study measured the extent to which American educational administration junior faculty were mentored and explored mentoring differences between female and male survey respondents. The study was replicated in winter 1990, when Canadian educational administration professors were queried. The American study systematically surveyed 236 out of 600 professors belonging to the National Council of Professors of Educational Administration, for a 72 percent response rate. The Canadian study sampled 138 professors out of 239 belonging to the Canadian Association for the Study of Educational Administration, for a 76 percent response rate. Results were congruent with literature review findings; 64 percent of Canadian respondents and 68 percent of American respondents lacked mentors. There was gender congruence in the two countries; 80 percent of Canadian respondents were male, compared with 83 percent of American respondents. However, 57 percent of Canadian female respondents had mentors, whereas only 31 percent of Canadian males did. Also, 67 percent of Canadian females with mentors agreed that the mentor was very helpful, compared with 38 percent of Canadian males. (American data were not available for many gender comparisons.) Advantages and disadvantages of mentoring were briefly summarized. The two studies confirmed literature findings that mentoring seldom occurred for junior educational administration professors. Both American and Canadian respondents expressed support for such an effort. (213 references) (MLH)

ED 325 977 EA 022 479

Goldman, Paul

Occupational Versus Organizational Socialization of High School Teachers: Theoretical and Policy Issues.

PUB DATE- Aug 87

NOTE- 21p.; Paper presented at the Annual Meeting of the American Sociological Association (Chicago, IL, August 1987).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; *Career Development; *Departments; High Schools; *Organizational Theories; Professional Development; *Socialization; Teacher Education; *Teacher Orientation

Despite recent efforts to overhaul teacher training and redesign the American teacher, reform advocates acknowledge that not enough is known about predicting education work force outcomes or their effects on classroom results. Lack of a strong conceptual background and a rigorous practice teaching experience handicaps beginning teachers and provides an inadequate foundation for subsequent career development. Teacher education reform may have gained political momentum more quickly than a research base could be developed. However, this paper suggests that insights and propositions are available from the literature and that applications of social science theories and research on professional, occupational, and organizational socialization will improve our understanding of teacher socialization. To understand the organizational context of high school teacher socialization, one must examine the reciprocal relationship between training and employing organizations and the effects that departmental knowledge and social organization may have on the ways teachers learn their craft over a period of years or even decades. The virtually continuous interaction between the institution of occupational orientation (the university) and the institution of organizational socialization (the school) is accomplished through publications, special partnerships, and a continual influx of newly graduated teachers. Departmental knowledge bases exhibit broad, substantial differences in the development of occupational communities affecting teacher socialization. (33 references) (MLH)

ED 325 624   CE 056 077

Sveom, R. Dirk

Strategies To Facilitate Change in Higher Education. Example: Physics in the Automotive Curriculum.

PUB DATE- 13 Sep 90

NOTE- 15p.; Paper presented at the Joint Soviet-American Symposium, "Modern Teaching/Learning Technologies in Professional Education" (1st, Anapa, USSR, September 9-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Auto Mechanics; *Curriculum Development; Education Work Relationship; Industrial Education; *Integrated Curriculum; Motor Vehicles; *Physics; *School Business Relationship; *Science Instruction; Two Year Colleges

IDENTIFIERS- *Waukesha County Technical College WI

Academic education should be integrated into vocational training in order to make both types of education more useful to students and more readily learned. College-level physics can be integrated into an automotive technology curriculum and students taught with a much more hands-on approach than has traditionally been taken. One such program is being conducted at Waukesha County Technical College in Wisconsin. The Automotive Service Educational Program is associated with General Motors (GM) and was collectively developed by physics instructors, automotive instructors, college administrators, and GM personnel. The structure of the program includes 9-week increments of on-campus course work, 8 hours per day, followed by 9 weeks of in-dealership work experience. This sequence is followed for 2 years for an associate degree. The course work follows the Unified Technical Concepts curriculum as prepared by the Center for Occupational Research and Development (CORD). During the in-dealership time, college teachers of both automotive and physics courses visit the students at work. GM donates vehicles to the school to be used in the college course work. Regular advisory committee meetings of college and GM personnel are held. The program provides real-world experience for students and a better forum for learning abstract subjects. (KC)

ED 325 640 CE 056 162

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Primary Educ., Literacy & Adult Educ., Educ. in Rural Areas

Employment-Oriented Educational Programmes for Disadvantaged Youth: A Memo to Municipal Decision-Makers.

PUB DATE- May 86

NOTE- 68p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- Adult Literacy; *Community Programs; Developed Nations; Developing Nations; *Disadvantaged Youth; Educational Needs; *Education Work Relationship; *Employment Programs; Foreign Countries; Job Training; *Local Government; *Policy Formation; Postsecondary Education; Program Effectiveness; Public Policy; Secondary Education

IDENTIFIERS- Canada; Mexico; United Kingdom; Vietnam; Yugoslavia; Zimbabwe

This report contains case studies from six countries on local efforts to ease the transition of youth from school to work and to stop or prevent them from regressing to semiliteracy or illiteracy. The countries studied are Canada, Mexico, the United Kingdom, the Socialist Republic of Viet Nam, Yugoslavia, and Zimbabwe. A short summary of each of the case studies is also provided along with an action agenda for municipal decision makers. The document concludes that there are general lessons that are apparent from the projects studied, and a number of these are about a question of universal significance: how to improve the relevance and effectiveness of programs with resources that are limited. The 10 suggestions to municipal officials include: (1) being prepared to respond to the ideas of organizations working with the young; (2) encouraging existing groups; (3) ensuring a full understanding of the need by preliminary research; (4) continuing support; (5) building networks of people and organizations; (6) making clear statements of aims and objectives; (7) developing styles and structures that encourage maximum participation by youth; (8) enabling disadvantaged youth to become a more effective part of the labor circuit through the existing educational system; (9) identifying resources; and (10) modeling projects after successful local ones while maintaining as much local control as possible. (21 references) (KC)

ED 325 686 CE 056 267

Crockett, Carolyn; And Others
Missouri Univ., Columbia. Instructional Materials Lab.
Core Employment Skills. Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 354p.; For supplementary units for special needs students, see CE 056 268.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Communication Skills; Competence; Competency Based Education; Course Content; *Employment Potential; Entrepreneurship; *Entry Workers; Human Relations; Job Performance; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Mathematics Skills; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Missouri

This color-coded guide provides a curriculum and competency-based materials to help teachers teach job-seeking and job retention skills. The materials can be localized, personalized, and supplemented by teachers to fit the needs of students, area of study, and individual teaching and learning styles. The five units in the guide cover the following: (1) human relation skills; (2) personal employability skills; (3) communication skills; (4) mathematics skills; and (5) entrepreneurial skills. They are intended to complement curriculum in other content areas. Although the guide was developed for use in home economics classes, it is appropriate for use in many other curriculum areas. Each instructional unit follows a standard format that includes some or all of these basic components: competency list; cross-reference table of instructional materials; suggested activities; transparency masters; handouts; information sheets; assignment sheets; unit test; and answers to assignment sheets and unit test. (KC)

ED 325 702 CE 056 287

Missouri Univ., Columbia. Instructional Materials Lab.
Dietary Aide. Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 198p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; *Allied Health Personnel; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Course Content; *Dietetics; Dietitians; Educational Resources; *Foods Instruction; Food Standards; Learning Activities; Nutrition; Postsecondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Missouri

This instructional module was designed to assist health services assistant educators in facilitating adult students' learning in health careers outside nursing. The module may be used to provide classroom instruction, assist assigned staff in providing on-the-job instruction, or provide selected units for independent study for dietary aides. The guide contains 18 lesson plans grouped into seven units covering the following: orientation to dietary, communication, safety and sanitation, nutrition and dietetics, preparing food, serving food, and housekeeping and storeroom responsibilities. Each lesson contains the following components: scope of unit; lesson objectives; information assignment; references; introduction; outline; summary and conclusion; interaction items; classroom/laboratory activities; and evaluation items. The module also contains a list of learning objectives for dietary aides and a sample certificate of achievement. (KC)

ED 325 717 CE 056 328

Nel, Johanna
University Response to the Educational Needs of Adults: Evidence from the Past.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (39th, Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; *Adult Students; Andragogy; *College Programs; *Educational History; Educational Innovation; Educational Philosophy; *Educational Policy; Higher Education
IDENTIFIERS- *University of Wyoming

A study of the attitudes, sensitivity, and institutional response to the educational needs of adults at the University of Wyoming 100 years ago indicates a high degree of concern for and understanding of adult learner needs. Evidence is seen in: (1) specific provisions that were made for adults; (2) sensitivity of faculty and administration to adult needs; (3) instructors' understanding of andragogical principles; and (4) efforts made by faculty and administration to overcome informational, situational, institutional, and dispositional barriers. This was clearly illustrated in policies regarding exemption from general requirements, recognition of experience, special interest classes, correspondence studies, and off-campus and summer educational opportunities, as found in university archives, personal letters, and policy statements. The study is provocative in the sense that few people realize the degree of institutional responsiveness that existed 100 years ago. The study raised the question of why more progress has not been made. (55 references) (KC)

ED 325 733 CG 022 351

Thomas, Dorothy J.

Developing Coping Skills To Deal with Stress in Second and Fourth Grade Children through Small Group Counseling.

PUB DATE- Dec 89
NOTE- 190p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Anger; *Coping; Counseling Effectiveness; Counseling Objectives; Elementary Education; *Elementary School Students; *Grade 2; *Grade 4; *Group Counseling; Migrants; Self Esteem; *Stress Management

This practicum was designed to help migrant and non-migrant children in grades two and four cope with stress. The identified children were those who were unable to concentrate or seemed confused, anxious, defensive or easily angered. The goals were to have the children exhibit a decreased reliance on anger, an increased sense of self-worth, and an increased awareness of their ability to cope with stress. A needs assessment survey was administered to professionals to determine the necessity for stress reduction groups. An interview with the school psychologist was also conducted for this purpose. The classroom teacher selected those children she/he felt were appropriate for such a group. The students met in small groups with the counselor once a week throughout the school year using stress reduction activities. The results of the practicum were encouraging. The pre- and post-scales administered to the children showed positive growth on both grade levels. The classroom teachers observed better classroom adjustment in the counseled children. Results indicated that a program designed to help children cope with stress can have an effect on children's perception of themselves and on the classroom teacher's perception of the children. (Author/ABL)

ED 325 765 CG 022 918

Stone, Martha
The Effects of the Changing Family Experience on Children and Adolescents and a Structured Group Counseling Model for Adolescents in the School Setting.
PUB DATE- 8 Dec 88
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adolescents; *Divorce; Elementary Secondary Education; *Emotional Adjustment; Emotional Problems; Family Problems; *Group Counseling; Program Design; School Counseling; School Counselors

This paper reviews research on the effects of separation or divorce on children and adolescents, and describes a structured small group counseling program for school counselors working with adolescents from changing families. The stated goals of the group program are as follows: (1) to clarify participants' feelings toward divorce; (2) to help the group members understand that others have similar feelings and concerns; (3) to assist the participants in gaining an accurate awareness of divorce; (4) to aid group members in coping with their feelings; (5) to facilitate support of each other and sharing of feelings; and (6) to help group members regain confidence through self-disclosure, peer support, and the group leader's empathetic understanding. Discussion topics and activities for each of the program's 10 to 12 weekly 45-minute sessions, each with a particular focus, are described. (TE)

ED 325 813 CS 010 300

Smith, M. Cecil; Covalt, Wesley C.
Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.

Adults' Perceptions of Changes in Reading Ability across the Life Span. Literacy Research Report No. 2.

PUB DATE- Jan 91
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Development; *Adults; Elementary Education; Higher Education; *Reading Ability; *Reading Attitudes; Reading Research; *Skill Analysis; Surveys
IDENTIFIERS- *Life Span; *Reading Behavior

A study investigated what adults think about the nature of changes in reading ability across the life span. Subjects, 121 undergraduate students at two major midwestern universities and 24 non-faculty employees at one of these schools, were asked to list five or more skills which they thought were important for being a good reader at four different ages: age 6 (a first grader); age 10 (a fifth grader); an individual the same age as the subject; and a 70-year-old adult. The skills mentioned by the subjects were coded according to nine categories derived from reading research literature and discussions with several experts in reading research. Results indicated that the adults in the survey understood that there are particular skills which are important for good reading at any age, but that they were less certain of changes in reading skills and behaviors that can occur over the life span. (RS)

ED 325 830 CS 010 317

Meyer, Linda A.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Home Support for Emerging Literacy: What Parents Do That Correlates with Early Reading Achievement. Technical Report No. 518.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 53p.; Correlation tables contain small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Family Environment; Grade 1; Kindergarten; Longitudinal Studies; *Parent Influence; *Parent Participation; Parent Role; Parent Student Relationship; Primary Education; Reading Ability; Reading Aloud to Others; *Reading Comprehension; Reading Improvement; Reading Research
IDENTIFIERS- *Emergent Literacy

A study presents descriptive and correlational results from questionnaires and tests administered to approximately 650 children in two cohorts, who, with their parents, are participating in a longitudinal study of reading comprehension development. Results from kindergarten and first-grade students showed low but positive correlations for parents' reading and children's performance in reading and consistent correlations for parents' resources and inhibitions--those items parents give to their children and the conditions in the home environments that may actually inhibit the children's performance in reading, such as the amount of time they spend in day care or the number of hours mothers work each week. (Seven tables of data are included. Indexes A and B include questionnaires and eight correlation tables of student measures and parent indices and selected items. Thirty-four references are attached.) (Author/MG)

ED 325 846 CS 212 542

Bannister, Linda
Women's Rhetoric as Literature.
PUB DATE- Oct 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (Salt Lake City, UT, October 11-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminism; Higher Education; *Rhetorical Criticism; *Sex Bias; *Sex Differences; Theory Practice Relationship; *Womens Studies
IDENTIFIERS- *Feminist Criticism; *Feminist Scholarship

If feminist values are to penetrate and undermine the masculine systems which contain them, it is essential to believe that any serious writing that women do is literature. Only in the last few years has scholarship in women's studies begun to address women in the history of rhetoric. The contemporary woman rhetorician faces the tendency of the established academic community to reject her work because of its association with practice, rather than theory. What she produces is more pedagogical than theoretical, suitable for teaching, but hardly the basis for "understanding" human discourse. Feminist rhetoricians such as Mina Shaughnessy, Andrea Lunsford, and Janet Emig, who are loud voices in the field of composition, have been silenced in rhetoric. Part of the unwillingness of the rhetoric establishment to accept feminist theory stems from the sexes' different conceptions of self. As Nancy Chodorow and Carol Gilligan have demonstrated, girls' early identification processes with their mothers tend to be relational, while boys in general reject relationship in favor of hierarchical thinking. The feminist rhetoricians identify a different voice, one which allows the collaboration of the multi-vocal text. Women "do" rhetoric differently, and are reinventing the rhetorical tradition. Because of women's contributions, rhetoric will be judged in part on the basis of relationship, growth, community, and learning. (Twenty-one references are attached.) (SG)

ED 325 895   CS 507 336

Bast, Cathy; And Others

A Comparative Study of the Personalized System of Instruction and Traditional Classrooms in the Basic Course.

PUB DATE- Apr 90

NOTE- 84p.; Panel presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 12-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)Collected Works - General (020)

DESCRIPTORS- Educational Research; Higher Education; *Instructional Effectiveness; Instructional Improvement; *Introductory Courses; *Program Evaluation; *Speech Communication; Speech Instruction; *Teaching Methods

IDENTIFIERS- *Personalized System of Instruction; *University of South Dakota

A panel of instructors in the Speech Communication program at the University of South Dakota presented five papers containing the findings from an extensive analysis of their introductory course, the Fundamentals of Speech. The purpose of the analysis was to determine the result of adapting the Personalized System of Instruction (PSI) to specific institutional needs. The panel reported that the PSI sections enrolled a maximum of 30 students in each section, that traditional sections involved self-contained groups of up to 24 students, and that data were collected from nearly 400 students (who all completed six questionnaires each at the beginning and the end of the semester) in an effort to compare the two forms of instruction. Titles and authors of the panel papers presenting the findings include: "Introduction" (Cathy Bast); "Student Communicator Style in Traditional versus PSI Classrooms: A Study in Development and Change" (Janet K. Lewis and Julianna Hammond); "Developing Rhetorical Sensitivity: Do Pedagogical Methods Make a Difference?" (Doug Brenner and Cindy Stampe); "Cognitive Complexity and the Basic Course: A Differential Study in Student Development" (Cathy Bast and Mari Peters); "Differential Impacts of Traditional and PSI Basic Speech Courses on Communication Anxieties" (James J. Lewis and Pete Obermeier); and "Effects of Pedagogy on Speech Performance" (John McKiernan and Eric Uecker). (MG)

ED 325 910 EA 022 360

Conover, Pamela J.
Detention as a Deterrent for Late Assignments: A Study.
PUB DATE- 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Classroom Techniques; Discipline; *Discipline Policy; Intermediate Grades; Learning Motivation; Parent Influence; *Parent Participation; Performance; *Punishment; School Policy; *Student Motivation
IDENTIFIERS- *After School Detention

To gauge the impact of after-school student detention on punctual completion of homework, on detained student grades, and on student self-esteem, fourth- through sixth-grade students from a school with an after-school detention policy for late or incomplete assignments were studied. Interviews were conducted with the four fourth-, fifth-, and sixth-grade teachers; with both detained students and students who had not been detained for late assignments; and with the parents of detained and nondetained students. In addition, the teachers were given a chart to log student detention and grade point averages for 2 weeks in October 1988. Students who were detained within that period completed a questionnaire at the conclusion of their detention. Results indicate that while the teachers were interested in helping students with assignments, they were frustrated with using their personal lunch or after-school work time to stay with students who behaved irresponsibly. The number of student detentions was found not to decrease unless: (1) parents had set guidelines and consequences for their children concerning late assignments; and (2) teachers personally contacted parents. Detainment alone did not prove to be an effective deterrent for late assignments. (KM)

ED 325 925 EA 022 409

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on Education Funding and Budget Proposals for Federal Education Efforts. Joint Hearing before the Subcommittees on Postsecondary Education and Elementary, Secondary, and Vocational Education. of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (Missoula, Montana, March 31, 1989).

PUB DATE- 89

NOTE- 59p.; Serial No. 101-39. Some small print may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Budgets; Educational Economics; *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Regulation; Federal State Relationship; Financial Policy; *Financial Support; Government School Relationship; Hearings; Student Financial Aid; Student Loan Programs

IDENTIFIERS- Congress 101st; *United States (Northwest)

An examination of the fiscal year 1990 national educational budget and assessment of its potential impact on education in the northwestern United States, particularly in Montana and Washington, are contained in this joint hearing report. Statements, prepared statements, letters, and supplemental materials are presented on the following topics: the future of student loan and grant programs; revenue sources for Montana public schools; child nutrition programs; library programs; at-risk students; and changes in lender guarantee policies. A major concern is that the proposed budget will curtail equal access to education. (LMI)

ED 326 009   EC 232 613

Hayes, Donald G.; Dockery, Linda B., Ed.
North Carolina Association for the Gifted and Talented, Winston-Salem.
Quest for Gold. Curriculum Resource Units for Gifted and Talented Youngsters: Kindergarten--Fourth Grade.
SPONS. AGENCY- Alliance for Gifted and Talented of North Carolina, Inc.
PUB DATE- 89
NOTE- 104p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Academically Gifted; Biology; Communication (Thought Transfer); *Creative Thinking; *Critical Thinking; Curriculum; Decision Making; Elementary Education; Fairy Tales; Family Structure; Interdisciplinary Approach; *Learning Activities; Moral Values; Research Skills; Self Concept; Sensory Experience; *Units of Study

Ten model teaching units are offered for use with academically gifted students at elementary grade levels. The units are interdisciplinary, reflect a concern for basic skills, can be used in a variety of settings, and emphasize development of critical and creative thinking skills. "All in the Family," by Patricia Wofford, acquaints students with a variety of family structures and the flexibility of these groupings. "Honesty," by Gaye Williams, helps children develop the value of honesty through thinking about and discussing moral dilemmas. "This Is Me--I'm Important" by Alice Land and "Me, Myself, and I" by Linda Whisnant develop children's self-concept. "What's in It for Me?," by Nancy Whisenhunt, teaches research skills. "The Verdict Please: Judging Characters in Fairy Tales," by Rachel Bowman, applies the law to fairy tale characters, to develop higher level thinking, moral thinking, and leadership skills. "Creative Communication with Symbols," by Diana Burch, increases the understanding and use of visual symbols in communication. "Quest for Gold," by Anne Pitner, teaches thinking skills, decision making, and choice making. "'The Incredible Edible Egg' and Other Chicken Scratch," by Marilee Mauser, uses eggs to show fundamentals of survival, nesting, natural instincts, and life cycles. "The Big 5," by Alice Williams, helps make students become more sensorily aware. (JDD)

ED 326 023 EC 232 637

Juul, Kris
Lund Univ. (Sweden). Malmo School of Education.
Comparing Psychodynamic and Behavioristic Approaches in the
Management of Aggression in Children. Educational and
Psychological Interactions, No. 103.
PUB DATE- Jun 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(For Administrative and Support Staff, and for Teachers, Parents,
Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Aggression; Attachment Behavior; *Behavior Disorders;
*Behaviorism; *Behavior Modification; Comparative Analysis;
Conditioning; Interpersonal Competence; Intervention; Models;
*Psychiatry; *Psychotherapy; Reinforcement; Relaxation Training

The paper presents a literature-based comparison of psychodynamic and behavioral approaches in the management of aggression in children. The section on psychodynamic approaches discusses the work of August Aichhorn, Fritz Redl, Nicholas Long, and William Glasser, in addition to discussions of life space interviewing and the importance of the concept of attachment. The section on behaviorism covers early applications, cognitive behavior modification, relaxation training, social skills training, reasons for the popularity of behaviorism, criticisms of behaviorism, and the emergence of "gentle teaching." Common grounds of the two approaches and their place within a larger synthesis are described. Global issues are raised about the causes of violence, such as disintegration of the family and of stable communities. An appendix offers a conceptual design incorporating nine models of remediation. (38 references) (Author/JDD)

ED 326 039 FL 018 362

Bissonnette, Ronald; Ouellet, Micheline
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Actes des journees de linguistique. Gros plan sur les recherches en linguistique, terminologie et didactique. (Close-Up of Research on Linguistics, Terminology and Instruction). (Laval University, Quebec, Canada, March 2-3, 1989). Publication B-172.
PUB DATE- 89
NOTE- 129p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Body Language; Contrastive Linguistics; Courseware; Cultural Traits; Dictionaries; Discourse Analysis; English; Females; Foreign Countries; French; Geology; Grammar; Immersion Programs; Instructional Effectiveness; Interpreters; *Language Research; Language Variation; *Linguistic Theory; Natural Sciences; Politics; Science Instruction; *Second Language Instruction; Student Research; Theory Practice Relationship; *Vocabulary
IDENTIFIERS- Algeria; Authentic Materials; French (Canadian); Morocco; Nova Scotia; Tunisia

The following are English translations of the titles of student research papers from a university conference on linguistics: "The Onomastic Syntagm in Geology: A Comparative Study of English and French"; "Hunting Ideology Through Discourse Analysis"; "Peculiarities of Canadian French (Archaisms and Pronunciation): An Analysis of Early Reports on the French of Canada"; "For an Analysis of the Cultural/Content of Authentic Written Documents--in This Instance, Articles Concerning the World of Women"; "Comparative Study of Gestures and Pedagogical Implications"; "The Evaluation of Courseware: Contribution to the Development of an Instrument Specific to the Teaching of French as a Second or Foreign Language"; "Analysis of the Learning Objectives of Four Regular Programs of French as a Second Language in Canada--Practical Application; The Example: Quebec"; "Is 'Trifluvien' a Suffixed Word?"; "Metalexicographical Study of the Quebec-isms in the Supplement to the Dictionary of Dictionaries (1895): Objectives Pursued and First Results"; "The Party, The Members: Liberal Party in Georges Emile Lapalme's 'Pour une politique'"; "The Teaching/Learning of Natural Science in French Immersion"; "Hemispheric Preference and the Processing of Information in Interpreters"; "The Usual Discourse of the Office of the French Language"; "Analysis and Comparison of French Programs in the Countries of the Maghreb: Algeria, Morocco, Tunisia"; "Syntax of Scientific Discourse and Anaphoric Review of the Terminology Syntagm"; and "Immersion Programs in Newfoundland: Relays Between Effective Pedagogical Practices and 'Theoretical Principles.'" (MSE)

ED 325 657 CE 056 221

Imel, Susan
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Locating and Selecting Information: A Guide for Adult Educators. ERIC Digest No. 102.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Adult Education; *Adult Educators; *Clearinghouses; *Databases; Information Centers; Information Retrieval; *Information Seeking; Information Sources; Resource Centers; *Search Strategies
IDENTIFIERS- ERIC Digests

No matter what their role, knowing how to identify, select, and evaluate information resources are important processes for adult educators. Two of the main sources of information related to adult education are information databases and clearinghouses or resource centers. Two comprehensive references that can be used to select the most appropriate database are the "Encyclopedia of Information Systems and Services, 10th Edition" (1990) and "Datapro Directory of On-Line Services" (1990). The Educational Resources Information Center (ERIC) database is considered to be the primary source for adult education due both to its purpose and its history of service to the field. National and state-level clearinghouses and resource centers disseminate information about adult education to a variety of audiences. "The Directory of National Clearinghouses: Resource Centers and Clearinghouses Serving Adult Educators and Learners" (1990) provides information about national clearinghouses and resource centers. Two common strategies used to identify information resources are asking other people and searching information databases. Most information databases can be accessed both manually and by computer, and many are available in CD-ROM format. Guidelines to evaluate and select resources based on their content include authority of source, timeliness, relevance, depth, accuracy, and replicability. (Seven references are listed.) (YLB)

ED 325 671 CE 056 250

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Job Training Partnership Act Amendments of 1990. Report Together with Minority, Individual, and Additional Views To Accompany H.R. 2039. House of Representatives, 101st Congress, 2d Session.
PUB DATE- 24 Sep 90
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; Community Programs; *Employment Programs; *Federal Legislation; *Federal Programs; Females; *Job Training; Migrants; Minority Groups; Postsecondary Education; *Program Improvement
IDENTIFIERS- Congress 101st; *Job Training Partnership Act 1982; *Reauthorization Legislation

This document summarizes the changes to the Job Training Partnership Act (JTPA) sought by the Amendments of 1990 (H.R. 2039) and provides a line-by-line analysis of the proposed legislation. H.R. 2039 proposes to enhance the employment and training services delivered under the JTPA by targeting the least job-ready clients for job training services while creating a new year-round job training component for at-risk youth. Some of the major provisions of the proposed amendments are the following: (1) establishing a separate program under Title II-A for adults (over age 22) and older workers (55 and older); (2) changing state set-aside amounts; (3) retaining existing performance standards for adults and youth; (4) requiring assessment of participants' skill levels; (5) requiring on-the-job training to be of sufficient duration for workers to learn skills, but not longer than 6 months; (6) encouraging service providers to provide child care to JTPA participants; (7) enhancing fiscal accountability requirements; (8) limiting administrative costs to not more than 20 percent of a service provider's contract; (9) requiring governors to administer the programs directly if their designated subordinates fail to do so correctly; (10) establishing greater authority for the Department of Labor's Division of Indian and Native American Programs; (11) authorizing funding for migrant and seasonal farmworker programs; (12) expanding age limits for the Job Corps up to age 25; and (13) expanding other programs such as nontraditional job training for women. (KC)

ED 325 782   CG 022 938

Geller, William W.
Men: Where Are You?
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Antisocial Behavior; College Students; Higher Education; *Males; Rape; Sex Discrimination; Sexual Harassment
IDENTIFIERS- *Male Female Relationship

Some men are not sensitive to women and the way some men treat or think of women is a problem. Men, especially those in key leadership roles, need to challenge other male colleagues and students and to speak out in support of women if the relationship between men and women is to improve. More specifically, male administrators need to make clear value statements and engage students in an examination of their attitudes and behavior surrounding those values. The goal is to instill a spirit that extends beyond purely attending to what is obligated by law. Men need to encourage each other to examine their personal attitudes and feelings toward women. Male leaders need to talk candidly about rapes that occur on college campuses. Male administrators need to learn to listen as a way of becoming more informed and sensitive. Men need to write and distribute material that speaks to men about rape. A male administrator needs to take a lead role in raising the campus community's consciousness about sexism. Men need to listen to and learn from women so that they have the knowledge and ability to carry on a dialogue. (The author's experiences at the University of Maine at Farmington are described. A list of 11 questions to consider when evaluating events/activities on campus is included.) (ABL)

ED 325 798 CG 022 958

Elias, Maurice J.; Tobias, Steven E.
National Education Association, Washington, D.C.

Problem Solving/Decision Making for Social and Academic Success.

PUB DATE- Oct 90
NOTE- 130p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Daily Living Skills; *Decision Making; *Decision Making Skills; Elementary Secondary Education; Inservice Teacher Education; Interpersonal Competence; *Learning Strategies; Logical Thinking; *Problem Solving; Program Descriptions; Social Adjustment; Social Behavior; Social Development; *Thinking Skills

Based on the premise that systematic instruction in social decision-making and problem-solving skills is a developmental right of all children, this book provides an in-service training program for teaching a set of social decision-making and problem-solving steps that are essential for success in school, in the family, with friends, in the world of work, and in the exercise of the privileges and obligations of citizenship in a democracy. The central concept of the program is "FIG TESPN" (an acronym for a sequential set of problem-solving skills: Feelings; Identification of the issue; Guiding oneself to a goal; Thinking of possibilities; Envisioning end results for each option; Selecting the best solution; Planning the procedure; and Noticing what happened). Accordingly, Chapter 1 addresses the central role of social decision-making and problem-solving in education. Chapter 2 discusses the methods of social decision-making instruction, including assessment of skills and instructional procedures. Chapter 3 describes activities to promote self-control, social awareness,. and group participation. Chapter 4 presents details of the "FIG TESPN" model as an instructional unit for teaching social decision-making and problem-solving. Chapter 5 provides a variety of strategies for incorporating social decision-making activities into the classroom. Chapter 6 discusses ways to adapt social decision-making to different school populations, including learning disabled, gifted and talented, students with attention deficits, emotionally disturbed students, and culturally different populations. The conclusion reiterates the basic principles of the "FIG TESPN" model. Appended are sample stories for students, resources for teachers, a glossary of acronyms, and a bibliography. (TE)

ED 325 879 CS 507 318

Danielson, Mary Ann; Pettus, Ann Burnett
Status of Forensics Programs: A Survey.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990). Pie charts may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; [illegible]ative Analysis; *Debate; Higher Education; National Surve[illegible]ch Communication; *Speech Curriculum; Speech Instruction
IDENTIFIERS- Debate Coaches; Foren[illegible]c Directors; *Individual Events (Forensics)

A study examined the administration of college forensics programs, comparing the current (1990) status of programs to the status of such programs one year ago and five years ago. The study was based on the philosophy that if forensics programs have changed, more than likely they have changed in terms of what activities are offered to students, and therefore, of how the program is administered. Surveys were mailed to 374 forensics program administrators at colleges and universities in the United States and 155 completed surveys were returned for a response rate of 44%. Results indicated that nearly half of the programs that currently offer only individual events used to offer debate as well. Thus, in the last 5 years, many schools have had to make choices regarding the direction of their program, and most directors seem to have selected individual events as the activity that they will continue to sponsor. The number of debate-only schools has remained relatively stable over the past 5 years, as have the number of schools with both debate and individual events programs. Survey results suggest that as long as the individual events and debate programs have adequate resources, their existence in the forensics community will continue to be fairly stable. (One figure, four additional pie charts, and one table of data are included. The questionnaire regarding the status of forensics programs is appended. (MG)

ED 325 992 EC 232 495

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

Minnesota Developmental Achievement Centers: An Update to Welsch Policy Analysis Papers No. 6-9, 17, and 23. Policy Analysis Series, No. 25.

PUB DATE- Feb 88

NOTE- 22p.; For 1987 survey results, see EC 232 498.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Children; Delivery Systems; *Developmental Disabilities; Employment; Expenditures; Financial Support; Human Services; Individual Development; Multiple Disabilities; Program Costs; *Rehabilitation Programs; *State Programs; Therapy

IDENTIFIERS- *Minnesota; *Service Utilization

This paper reports the results of analyzing financial, program, and client data collected from Minnesota's Developmental Achievement Centers (DACs) for 1986. A total of 4,883 adults were receiving services, with the largest group being severely mentally retarded. Persons with additional disabilities numbered 1,263, with severe behavior problems, epilepsy, chronic medical conditions, cerebral palsy, and other physical handicaps being the most prevalent. More than 60% of all adults lived in Intermediate Care Facilities/Mentally Retarded group homes. Over 70% of adults were involved in vocational activities, with 20% involved in community-based vocational activities. A total of 1,522 children were also being served, with the largest number diagnosed as developmentally delayed. Services most frequently received were occupational therapy, speech therapy, and physical therapy. Of the 1,164 children transferred or demitted from DAC programs, the largest percentage entered special education programs in the public school. The number of children's programs continued to decline as local education agencies increased coverage of those services. Financial results of the survey are also examined, presented in four sections: revenues, expenditures, per diems, and licensed capacity. The amount of revenues coming from Medical Assistance continues to grow and is becoming the primary source of reimbursement of DAC services. (JDD)

ED 326 056   FL 018 974

Boyer, Jean-Yves
Influence relative de la structure du texte sur la lisibilite
(Relative Influence of the Structure of the Text on Readability).
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Meeting of the World Congress of
Applied Linguistics sponsored by the International Association of
Applied Linguistics (9th, Thessaloniki, Greece, April 15-21,
1990).
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Elementary Education; Foreign
Countries; Grade 4, *Readability; *Reading Comprehension;
*Sentence Structure; *Text Structure; *Vocabulary
IDENTIFIERS- *Quebec; Schema Theory

A study investigated whether or not the global structure of a text influences its readability and how that influence might be related to the already recognized influences of vocabulary and sentence length. The subjects, 250 fourth-grade students in Quebec, each read four texts representing four different structures, four subjects, and two levels of sentence length and vocabulary. Reading time was measured, and each student produced a summary of each text. Results showed a significant effect of vocabulary level on student comprehension, no effect of sentence length, and a significant effect of text structure combined with subject. Analysis suggests that text subject alone had a significant effect, suggesting in turn that the effect of text type alone is less significant than anticipated. Possible explanations include lower sensitivity to text type in a population of this age, overall low retention, interference of writing ability with reading comprehension, and confounding by different evaluation methods. Implications for schema theory, classroom instruction, and research are offered. (MSE)

Leibowitz, Zandy B., Ed.; Lea, H. Daniel, Ed.
National Career Development Association, Ellicott City, MD.
Adult Career Development: Concepts, Issues and Practices.
PUB DATE- 85
NOTE- 366p.; For individual sections, see CG 022 903-907.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) a
DESCRIPTORS- *Adult Counseling; Adults; *Career Development; *Counseling Techniques; *Counselor Role; Futures (of Society); Trend Analysis

This book of readings on issues related to adult career development was written for anyone who provides career services to adults (career counselors, human resource specialists, or graduate students in the field) and attempts to present ways for such service providers to help adults face and negotiate change. The book is divided into six sections examining: (1) theories and concepts of adult career development; (2) strategies and methods for providing career services to adults; (3) target populations; (4) settings; (5) training programs; (6) evaluation; and (7) future trends. In their articles, the 34 authors who have contributed to this book focus on specific theories, concepts, or models that they have found useful in understanding the topic they address; the relevant issues surrounding that topic; and the practical implications of these concepts and issues. It is noted that the book may be read from cover to cover or used as a reference for certain key issues and topics. (NB)

ED 325 863 CS 212 574

American Newspaper Publishers Association Foundation, Washington, D.C.

NIE Credit-Granting Courses and Workshops Information Packet.

PUB DATE- Dec 90
NOTE- 61p.; Some of the text may not be entirely legible because of small size or faint type. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Case Studies; Credit Courses; Elementary Secondary Education; Higher Education; Instructional Materials; *Newspapers; Workshops
IDENTIFIERS- Evergreen State College WA; *Newspaper in Education Program; University of Wisconsin Madison

This packet offers information about NIE (Newspaper in Education) credit-granting courses and workshops (some of them cooperative press/school ventures) on the use of newspapers in instructional programs. The packet is in four major sections, containing: (1) case studies of two exceptional programs at the University of Wisconsin-Madison and at Evergreen State College; (2) the 1989 survey report of NIE credit-granting courses and workshops; (3) a files catalog; and (4) selected examples (including memos, checklists, course objectives and outlines, and course materials) from the ANPA Foundation files catalog. (SR)

ED 325 941 EA 022 429

McLaughlin, John M.; Moore, Charles E.
The Reform Movement and Ed.D. Expansion.
PUB DATE- Oct 90
NOTE- 12p.; Paper presented at the Fall Meeting of the Midwest Council for Educational Administration (St. Cloud, MN, October 26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; College Curriculum; *Doctoral Degrees; Doctoral Programs; *Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education; Professional Education; *School Restructuring; *Schools of Education; *Specialist in Education Degrees

The status of current doctoral administrator preparation programs is analyzed. An assessment of 17 doctorate of education programs in administration and leadership concludes that they do not differ significantly from traditional doctorate programs in education in terms of curriculum, student admissions, exit criteria, delivery format, and dissertations. A conclusion is that change and improvement of administrator preparation programs is necessary for the improvement of public schools. (15 references) (LMI)

ED 325 958 EA 022 449

Willower, Donald J.

School Reform and Schools as Organizations.

PUB DATE- Oct 90
NOTE- 14p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Educational Innovation; Elementary Secondary Education; Faculty Workload; Intergroup Relations; Norms; Organizational Climate; Organizational Communication; Organizational Theories; *School Organization; *School Restructuring; Social Change; Social Structure; Teacher Participation; Teacher Role

The organizational characteristics of public schools, the impact of context on people in schools, and the consequences for school reform are examined. Based on the thesis that organizational characteristics of schools constrain most reform efforts, a suggestion is made for restructuring the teaching day, which promotes effective planning and provides a varied learning experience for students. A recommendation is made for consideration of school organizational context to understand the microsociological and micropolitical ramifications of reform. (LMI)

ED 325 978 EA 022 480

New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.; New York State Education Dept., Albany. Bureau of School Food Management and Nutrition.
Offer Versus Serve. Training Manual.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - General (130)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Federal Legislation; *Food Service; Guidelines; *Lunch Programs
IDENTIFIERS- *Food Waste; *National School Lunch and Child Nutrition Act 1975

A growing awareness about food supplies, food shortages, and conservation of natural resources has resulted in public concern over food waste within the National School Lunch Program. Prior to 1976, all participating students were required to take all five items offered on a planned menu. In October 1975, the Offer v. Serve Provision was enacted as a Congressional mandate to curtail food waste in schools. Under this designation, students must be offered all five items of a school lunch pattern. At first only senior high students had the freedom to select the three, four, or five food items they intended to consume. The offer and serve provision was subsequently extended to include junior high, middle, and elementary students. The freedom to choose menu offerings do not affect the lunch selling price established by the local school board. This manual explains legislative and regulatory history, lunch components, sample menus and student choices, pricing requirements, menu and production planning, merchandising, and benefits of the Offer and Serve program. (MLH)

ED 325 687 CE 056 268

Holt, Sharyn; And Others
Missouri Univ., Columbia. Instructional Materials Lab.

Core Employment Skills. Supplementary Units and Instructor Information.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 90
NOTE- 397p.; For the core employment instructor's guide, see CE 056 267.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Communication Skills; Employment Interviews; *Employment Potential; Entry Workers; Human Relations; Job Performance; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Mainstreaming; Postsecondary Education; Secondary Education; Skill Development; *Special Needs Students; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- Missouri

This color-coded guide provides a generic core employment skills and attitudes guide for special needs students that is appropriate for use in all occupational areas. The units should facilitate the mainstreaming of students with a wide variety of handicapping and disadvantaged conditions. The units are self-paced and contain hands-on materials, objective evaluation checklists, controlled text, and vocabulary development. The "instructor's information" section located in front of the book contains notes to the instructor, helpful resources, and answer keys. The 10 units in the guide cover the following: decision making and problem solving; relations with others; work attitudes and habits; communication; professional hygiene; self-evaluation; applying information; the job interview; paperwork; and keeping the job. Each unit is color-coded for the following components: introduction, objectives, and student assessment; terms and equipment; steps of procedure; skill sheets; activity sheets; and unit review and performance checklist. (KC)

ED 325 703 CE 056 289

Missouri Univ., Columbia. Instructional Materials Lab.
Supervised Business Experience Handbook.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Advisory Committees; Articulation (Education); *Business Education; *Cooperative Education; Educational Philosophy; Educational Policy; Educational Resources; Guidelines; Professional Development; *Program Implementation; Publicity; Secondary Education; Special Needs Students; *State Programs; *State Standards; Student Organizations; *Work Experience Programs
IDENTIFIERS- *Missouri

This handbook explains how to conduct a supervised business education experience program in Missouri, outlining the program, rationale, components, principles, and resources. Specifically, the 11 units cover the following: (1) introduction to supervised business experience; (2) program design; (3) state policies; (4) the advisory committee; (5) program promotion; (6) training stations; (7) students (recruitment, applications, forms used in the program); (8) classroom instruction; (9) employer recognition activity; (10) program evaluation; and (11) federal and state labor tax laws. Sample forms and checklists are included in many units. (KC)

ED 325 766 CG 022 919

Poole, Ruth W.
Peer Facilitator Programs: An Extension of Effective Guidance Services.
PUB DATE- May 90
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Helping Relationship; *Peer Counseling; Peer Groups; Peer Influence; Peer Relationship; Program Descriptions; *School Counseling; *School Guidance

This paper offers a synthesized review of the literature on student peer facilitator programs, in order to investigate and substantiate many of the ways in which peer facilitator programs extend and strengthen a guidance counselor's mission in the school. After an introductory discussion of the foundations and goals of successful peer facilitator programs, the literature review highlights various perspectives and effective practices pertaining to the selection, training, supervision, and evaluation of peer facilitators. The discussion provides evidence of the effectiveness of peer facilitators in extending the school counselor's mission, through a review of exemplary peer facilitator programs. The final section discusses the implications of these findings for school counselors who wish to implement a peer facilitator program. This discussion focuses upon the standards, structure, and guidelines that counselors need to institute for peer facilitators, and also the benefits of a successfully implemented peer program. (TE)

ED 325 814 CS 010 301

Olsson, Micael
Literacy Policy and Provision in Papua New Guinea.
PUB DATE- Jul 90
NOTE- 14p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Developing Nations; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Literacy; National Programs; Program Descriptions
IDENTIFIERS- *Papua New Guinea

There is now consensus among educators in Papua New Guinea that literacy efforts must be strengthened through closer bonding of literacy with information-that-matters. Papua New Guinea's Cabinet has recently endorsed a National Literacy and Awareness Program linking literacy projects with public awareness campaigns, hoping to increase support for literacy by coordinating existing projects and resources, thus reducing unnecessary duplication of costs. Literacy in less developed countries needs national policy but can piggy-back on global concerns over awareness issues for supplementary funding. (Appendixes include a description of the vernacular literacy program, program specifications and management structure for the literacy and awareness program, the Melanesian Accord, and a description of the Landowner Awareness Centre program.) (Author/RS)

ED 325 831 CS 010 318

Anderson, Richard C.; And Others

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

A Microanalysis of the Small-Group Guided Reading Lesson: Effects of an Emphasis on Global Story Meaning. Technical Report No. 519.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 47p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Grade 3; *Instructional Effectiveness; Learning Processes; *Oral Reading; Primary Education; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; Reading Research; *Small Group Instruction

IDENTIFIERS- Guided Reading Procedure; *Meaningfulness; Story Content

A study sought to replicate and extend previous research which found that an emphasis on meaning in reading leads to better recall of lesson material than does an emphasis on accurate oral reading, and that the child who is taking an active turn recalls more of the lesson material than do the children who are following along. Six third-grade classes (149 children) received 2 lessons in which the teaching emphasis was on global story meaning and 2 lessons in which the teaching emphasis was on surface features of language. The study demonstrated that an emphasis on story meaning leads to superior performance on an array of outcome measures, especially for children in low and average reading groups. The study confirmed that children taking an active turn reading aloud and answering the teacher's questions, particularly children whose reading fluency is low, learn more at these moments. The study found that the average ability of a reading group, especially average group fluency, is more strongly related to outcome measures than are the abilities of individual members of the group. The study showed that the importance and density of information on a page and the serial position of the page, but not its readability, are associated with outcomes. (Six figures and 14 tables of data are included, and 52 references are attached.) (Author/SR)

ED 325 911   EA 022 373

Thomas, Diane
California School Boards Association, West Sacramento.

School Boards, Public Relations, and the Media: Your Practical Communications Guide.

PUB DATE- 88
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Boards of Education; *Communication Skills; Elementary Secondary Education; *Mass Media Role; *News Media; *Public Relations; Telephone Usage Instruction; Television
IDENTIFIERS- *Press Releases

The way that a school board responds to media attention can make or break a school district's image and its communication program. Since elected officials govern by public consent gained from trust, a responsible communications program is based on willingness to do business in the light of day. Schools must be able to communicate the difficult news as well as the positive news. The first two chapters of this guide address various avenues open to districts eager to tell their stories and gain community willingness to work long hours without high pay. school visits, or through civic activities, including board member speeches and regular board meetings. School-site public relations goals can be accomplished through neighborhood coffees, newsletters, and open houses and fundraisers. Chapter 3 explains the new "media elite"; once composed of anti-intellectual working-class people, the media ranks are now filled with liberal, well-educated eastern suburbanites. Reporters resemble teachers in their professional commitment and willingness to work long hours without high pay. Chapter 4 is premised on the idea that good public relations policy helps reporters do their job by choosing a stance midway between control and openness. Extensive advice is given concerning effective board/media communication. Chapter 5 provides tips for writing news releases, appearing on television, using the phone, and holding press conferences. The final three chapters cover crisis communications, the fine art of complaining, and board/public information officer relations. (MLH)

ED 325 926 EA 022 410

Louis, Karen Seashore
National Center on Effective Secondary Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.

Northwood High School: A Good Place To Work? Final Deliverable.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Case Studies; Democratic Values; Educational Environment; High Schools; *Participative Decision Making; Peer Influence; Principals; *Racial Factors; School Organization; *Social Change; *Student Participation; Suburban Schools; *Teacher Participation; *Work Environment
IDENTIFIERS- *Empowerment; Positive Peer Influence Program

Prepared to assist teachers who are using the case in class discussion, this case study describes a suburban, college-preparatory high school located in the pseudonymously named "Northwood," a midwestern "rust belt" city characterized by rapidly shifting demographics and a growing commercial tax base. Although the city is now 25 percent black, another newer high school remains predominantly white. Over the past 15 years, Northwood High has shifted from 70 percent white to 70 percent black and other minorities. Although black students are economically similar to the Jewish families they have replaced, teachers found them culturally different and behaviorally challenging. Morale was at its worst when Principal Don Hawley arrived; a reformer at heart, he immediately initiated two new programs: a Positive Peer Influence (PPI) program that broadened students' role in improving discipline and a participatory decision-making program that gave teachers responsibility for policy. The Faculty Senate has proved a mixed blessing. Some teachers find it too formal or too disruptive; others appreciate having more say. Teachers are positive concerning the PPI and other human relations innovations and evince a caring attitude toward students. Teachers are divided about the disciplinary system: while most feel it works pretty well, a few feel that the teacher's position has been undermined by the school's student empowerment focus. Almost no teachers have voluntarily left during the past decade. An appendix provides descriptions of additional school characteristics. Case teaching notes are also appended. (MLH)

ED 326 024 EC 232 638

Juul, Kristen D.

Mobbing in the Schools. Scandinavian Initiatives in the Prevention and Reduction of Group Violence among Children.

PUB DATE- 17 Mar 90

NOTE- 20p.; Paper presented at the Congress on the Prevention of Behavior Disorders (Oldenburg, Germany, March 17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Aggression; *Behavior Disorders; Elementary Secondary Education; Foreign Countries; *Intervention; Peer Relationship; *Prevention; Student Characteristics; Victims of Crime; *Violence

IDENTIFIERS- *Scandinavia

The paper defines the concept of mobbing and notes alternate terms such as bullying, scapegoating, and group violence or aggression. Scandinavian research and literature on mobbing is analyzed, especially as it relates to the incidence of mobbing and characteristics of aggressor and victim. Intervention efforts are described, such as individual and group interviews with perpetrators and victims, establishment of acceptable norms of behavior that include respect for the individual, and tackling the psychological defenses of the bullies in therapeutic interviews. Prevention attempts are also noted, such as peer sponsors, class meetings, conveying information about mobbing to parents and teachers, reading and discussing stories about mobbing, and role playing. (21 references) (JDD)

ED 325 641 CE 056 165

Ohayon-Kaczmarek, Marit
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Education and Training of Adults in the Context of Scientific and Technological Development. A Summary.

PUB DATE- 10 Feb 88
NOTE- 65p.; Some pages contain light type that may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Programs; Adult Students; Developed Nations; Developing Nations; *Educational Philosophy; Educational Policy; *Educational Practices; *Foreign Countries; Job Training; Postsecondary Education; Program Implementation; *Technological Advancement
IDENTIFIERS- Australia; *Europe; Korea; Sri Lanka; Thailand; USSR

This paper summarizes 14 case studies from 13 countries commissioned by Unesco to describe the educational provisions for adults in the special context of scientific and technological development and to study a selected number of programs at greater depth. The countries chosen by Unesco are all countries with developed or developing industries, that have some tradition in offering educational programs for adults and that now try to facilitate working with new technologies by these means. The following countries contributed: Australia, Czechoslovakia, Federal Republic of Germany, German Democratic Republic, Ireland, New Zealand, Poland, Republic of Korea, Romania, the Soviet Union, Sri Lanka, Sweden, and Thailand, along with the European Bureau of Adult Education, which provided input from nine additional European countries. The summary provides information and examples from the various countries in terms of the following: (1) background of the new forms of adult education; (2) the functions of adult education in societies with developed or developing industries; (3) the participants; (4) the different forms and methods; (5) content of adult programs; (6) the adult teachers and their training; (7) responsibility and costs; (8) structures; and (9) future needs. The paper concludes that despite the diversity in approaches and structures among the countries, one tendency can be distinguished: adult education is becoming increasingly important and no longer represents a second-chance education for adults or a copy of the educational system for youth, but is forming a new, unique system of education. (KC)

ED 325 718 CE 056 338

Ryan, T. A.; Woodard, Joseph Clifton, Jr.
Correctional Education: A State of the Art Analysis.
PUB DATE- 7 Jul 87
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Correctional Education; Correctional Rehabilitation; Educational Attitudes; *Educational Finance; High School Equivalency Programs; Postsecondary Education; Program Administration; Program Implementation; *State Programs; Vocational Education

A state-of-the-art analysis of correctional education in the United States was undertaken to determine significant changes or trends in relation to earlier studies in 1973 and 1977, years in which the prevailing philosophy guiding corrections was rehabilitation and resocialization, as opposed to the 1980s emphasis on deterrence and incapacitation. A mail survey was sent to all state directors of correctional education in 1983, with replies received from 44 states and the District of Columbia. Results were reported as descriptions of the extent and nature of correctional education programs for adult offenders in 1983, the nature of educational and vocational testing, and the administrative structures, budgets, and teaching personnel. Comparison of the 1983 data and the earlier studies was made through statistics for each time period. Statistics reported by the Lehigh study showed that the average number of inmates enrolled in educational programs of any kind had increased from 304 in 1977 to 571 in 1983. Staffing comparisons were not possible due to different reporting techniques. Some of the same tests were used on inmates throughout the period, but in different proportions. Expenditures per student increased from $906 to $1,579 between 1977 and 1983. The administration of correctional education and the number of correctional school districts showed little change over the years. Twelve tables provide comparative data. (KC)

ED 325 734 CG 022 480

Newman, Isadore; And Others
Drugs, Suicide, and Rock and Roll.
PUB DATE- Apr 90
NOTE- 40p.; Paper presented at the Annual Meeting of the Ohio Academy of Science (99th, Dayton, OH, April 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Drug Use; *Locus of Control; *Music; Parent Child Relationship; Peer Relationship; Religion; *Suicide
IDENTIFIERS- *Lyrics

This study was conducted to investigate the relationship of music preference to locus of control, religiosity, parent and peer relationships, and drug use, with an emphasis on the relationship between musical preference and suicide ideology. Adolescent clients (N=22) at a large Christian counseling center and adolescents (N=76) at a religious after-school program completed an instrument measuring the constructs of suicidal risk, social support, family and peer relationships, and drug involvement. The results for the non-clinical sample indicated a negative relationship between preference for rock music and drug involvement and suicide, and a positive relationship between parent relationship and preference for rock music. Unknown music preference was negatively related to parent relationship. The findings revealed that music preference was not significantly related to most of the subscales in the non-clinical sample. Overall music preference did not differentiate between the clinical and non-clinical groups. For the clinical group, preference for heavy metal music was related to suicide ideology and drug involvement. These findings may suggest that while non-clinical adolescents are not as affected by the messages conveyed in heavy metal music, clinical adolescents may be more sensitive to the messages and mood of this type of music. (NB)

ED 325 750 CG 022 903

Schlossberg, Nancy K.; And Others

Theories and Concepts: A Variety of Ideas.

PUB DATE- 85
NOTE- 48p.; Chapters 1-3 of "Adult Career Development: Concepts, Issues and Practices," (See CG 022 902).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Counseling; Adults; *Career Development; *Counseling Techniques; *Counselor Role; Futures (of Society); *Theories; Trend Analysis

This document consists of the first section of a book of readings on issues related to adult career development. Written for anyone who provides career services to adults, it presents ways for such service providers to help adults face and negotiate change. The three chapters in this first section focus on theories and concepts related to adult career development. "Adult Career Development Theories: Ways to Illuminate the Adult Experience" (Nancy Schlossberg) describes four adult development perspectives and their implications for practitioners in their work with adults. Cultural, developmental, transitional, and life-span perspectives are included. "Career Development: Theories and Issues" (Carole Minor) presents a discussion of adult career development organized around the assumptions that: career development is a continuous process over the life span; career development involves both career choice and career adjustment issues; both career choice and career adjustment involve content and process variables; and theories tend to focus on either the content or the process of career choice or adjustment. Included are discussions of developmental theories, career choice content theories, career choice content and process theory, choice and adjustment process theory, and career adjustment content theory. "Adult Learning: A Brief Overview" (Linda Morris) provides a brief overview of research in the areas of how the human mind functions, how learning is processed, and how adults learn. It discusses how these findings might be helpful to learners, educators of adults, and facilitators in the career development of others. (NB)

ED 325 783 CG 022 939

Branden, Nathaniel
What Is Self-Esteem?
PUB DATE- 9 Aug 90
NOTE- 27p.; Paper presented at the International Conference on Self-Esteem (1st, Asker/Oslo, Norway, August 9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches. Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; Counseling Theories; Psychological Patterns; *Self Esteem; Well Being

By "self-esteem" is meant more than an innate sense of self-worth that presumably is a human birthright. Self-esteem is individuals' experience that they are appropriate to life and to the requirements of life. More specifically, self-esteem is confidence in the ability to think; confidence in the ability to cope with the challenges of life; and confidence in the right to be happy, the feeling of being worthy, deserving, entitled to assert one's needs and wants and to enjoy the fruits of one's efforts. Self-esteem is not a free gift, but a possession over time which represents an achievement. To say that self-esteem is a basic human need is to say that it makes an essential contribution to the life process; that it is indispensable to normal and healthy development; and that it has survival-value. If individuals do not believe in themselves the universe is a frightening place. The change from a manufacturing society to an information society and other social changes create demands for higher levels of education and training than were required of previous generations. These developments also create new demands on psychological resources. Persons possessing a decent level of self-esteem are now needed economically in large numbers. The virtues that self-esteem asks of individuals are also ones that life asks of individuals. (ABL)

ED 325 799 CS 009 270

Cosgrove, Maryellen Smith
Reading Aloud to Intermediate Grade Students.
PUB DATE- 19 Apr 87
NOTE- 47p.; Speech (condensed version of doctoral dissertation) presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Ontario, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Grade 6; Intermediate Grades; *Oral Reading; *Reading Aloud to Others; *Reading Attitudes; *Reading Comprehension; Reading Habits; Reading Research; Recreational Reading
IDENTIFIERS- Degrees of Reading Power; Estes Attitude Scale; Reading Motivation

A study examined how regular listening to oral reading by teachers affected fourth and sixth grade students' reading comprehension, attitudes towards reading, and time spent doing independent reading. Subjects, 221 students from six diverse school systems in Connecticut, were read to for 20 minutes, three times per week, for 12 weeks. Pre- and posttests were given using the Estes Scale To Measure Attitudes Toward Reading and the Degrees of Reading Power Test. Student time-logs were analyzed and the students were interviewed at the conclusion of the study. Results indicated that students exposed to oral reading have a better attitude toward reading, engage in more recreational reading, and scored better on reading comprehension tests than students not exposed. The results were further substantiated by the results of interviews and student logs. (Forty-one references and three figures of data are attached.) (RS)

ED 325 847 CS 212 545

Dyson, Anne Haas
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
Weaving Possibilities: Rethinking Metaphors for Early Literacy Development. Occasional Paper No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Classroom Research; *Educational Theories; Kindergarten; *Metaphors; Primary Education; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Emergent Literacy; *Writing Development

More than one metaphor can be used in reflecting on and guiding literacy teaching and learning in the early years. The currently popular metaphor of "scaffolding" alone cannot capture the challenge of responding to the diversity of young children's intentions in literacy activities. An additional metaphor of "weaving" may enrich the ability to make sense of and respond to, in sensible ways, the often puzzling behavior of young children. While the scaffolding metaphor refers to the interactional support that adults and more skillful peers offer learners, weaving imagery suggests how children's progress in any one activity is supported by their experiences in varied activities. To truly scaffold or assist children in weaving the literacy web, educators must appreciate the complex intellectual and social history of children's stories, designs, pictures, and letters. These works provide insight into friendships, curiosities, and significant themes. The conversations of two students in their first 4 months of school illustrate the possibilities of metaphors. (Five figures of children's drawings are included; 26 references are attached.) (SG)

ED 325 864 CS 212 575

Bat-Ami, Miriam

Chopping down the Cherry Tree.

PUB DATE- Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Childrens Literature; Content Area Writing; Cultural Context; *Cultural Pluralism; Elementary Secondary Education; *History Instruction; Language Arts; *Learning Motivation; Reader Response; *Reader Text Relationship; Social Studies; Student Interests; *Teaching Methods; United States History
IDENTIFIERS- Personalized Reading; Writing To Learn

Social studies and language arts teachers can enliven and enrich history studies through personalization. This approach can empower children to see history itself as having a spirit as well as a body. Reading and writing activities should allow students to see history as the kind of study that opens the individual up to different visions. Children studying history should not have to memorize faceless events and nameless people; rather they should be permitted to personalize history by comparing others' lives to their own and seeing similarities and dissimilarities. Granting children the opportunity to see multiple perspectives could mean allowing them to analyze texts which are there for probing, to recount personal stories as part of history, and even to read picture books whose accessibility makes them good starters in social studies and language arts classrooms. Finally, children will begin to see that reality is often shaped by writers and by the interaction between reader and text. (Twenty-one references, including a selection of historical biographies and fiction appropriate for personalized instruction, are attached.) (KEH)

ED 325 896 CS 507 337

Terry, Janet L.; Geske, Joel

A Case Study for Evaluating the Diffusion of Computing Technology in Teaching Undergraduates by a Faculty in a Journalism and Mass Communication Program.

PUB DATE- Aug 90

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *College Faculty; Computer Literacy; *Computer Uses in Education; Faculty Development; Higher Education; *Mass Media; Models; *Teacher Attitudes; Technological Advancement; Word Processing

IDENTIFIERS- Computer Users; Professional Concerns

A case study investigated how journalism and mass communication faculty members diffused and used computing technology in teaching. Subjects, 21 tenured and tenure-track faculty members in a mid-sized journalism and mass communication department, completed an indepth questionnaire designed to measure the general attitude of the faculty towards computing, the level of computer use, current and desired use of computing in teaching, and general demographics. From the data, four distinct user groups emerged with the following characteristics: (1) "programmers" are heavy computer users, personalize the computer system to meet individual needs, and use computing extensively in their teaching; (2) "processors" use the computer to process information, as a tool to replace a previous method, and as a tool in the classroom; (3) pre-processors see the value of computing and are motivated to learn more about it; and (4) "non-users" do not use the computer for teaching or other work. Results indicated that most faculty members use computer technology simply to replace past methods with a heavy use of word processing functions and little use of more sophisticated word processing, authoring programs and other available software. Results also indicated that for most faculty a primary source of computing information would be colleagues perceived as knowing about computing. (Two tables of data are included; 17 references are attached.) (RS)

ED 325 959 EA 022 450

Howley, Craig B.
Intellect and the "Tyrannical Machine": An Interpretation of Leadership Education.
PUB DATE- Dec 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Institutional Mission; Institutional Role; Instructional Leadership; *Intellectual Development; Intellectual Experience; Intellectual Freedom; *Leadership; Leadership Responsibility; Management Development; Organizational Climate; Personal Autonomy; *Power Structure; School Restructuring; Teacher Role

A formative inquiry into the institutional dimension of educational leadership is presented. Based on the thesis that individual educational leadership is a myth derived from misconceptions about social institutions and from the failure of the institution of education to value intellect, the paper demonstrates that these shortcomings stem from the power relationships in schools and the educational system. Following the analysis of Michel Foucault, the suggestion is made that not only is intellect devalued by schools, but it is the central subject of true education. Because learning entails collaboration, the concept of the individual organizational leader may obscure the relationships that promote or constrain the development of intellect as the legitimate objective of learning. The observation is made that teachers may be more likely to exercise leadership, as defined in this essay, than school managers. (87 references) (LMI)

ED 326 010 EC 232 614

Hayes, Donald G.; Dockery, Linda B., Ed.
North Carolina Association for the Gifted and Talented, Winston-Salem.
Quest for Gold: Language Arts/Social Studies Curriculum Resource Units for Gifted and Talented Youngsters: Grades Four-Nine.
SPONS. AGENCY- Alliance for Gifted and Talented of North Carolina, Inc.
PUB DATE- 89
NOTE- 179p.; For a related document, see EC 232 615.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Academically Gifted; Aviation Education; Creative Thinking; Creativity; Critical Thinking; Decision Making; Futures (of Society); Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Language Arts; *Learning Activities; Newspapers; Religion Studies; Self Actualization; *Social Studies; Teaching Methods; United States History; Units of Study; Womens Studies
IDENTIFIERS- Cemeteries; Lighthouses; North Carolina

The book provides 13 model interdisciplinary teaching units for use with academically gifted students in grades four through nine. Each unit contains an introduction; objectives; introductory developmental culminating and evaluation activities; materials; and a bibliography. Topics of the teaching units include cemeteries, famous women, coastal warning beacons, control over one's destiny, phenomena that defy explanation, limits and regulations that frame creative efforts, development of visionary skills, futures forecasting, religions in the Middle East, newspapers, the "Lost Colony" settled by Sir Walter Raleigh, decision making, and flight. Titles and authors include: "Gone but Not Forgotten: A Study of the Cemetery" (Doris Sigmon); "A Woman's Touch: Women Past, Present, Future" (Barbara Hastings); "Beacons along Our Shore" (Gilda Barger); "Desire, Design, and Destiny" (Meredith Ebert); "Fact or Fantasy?!" (Betty Purcell); "Find Your Frame" (Bink Brown); "Images of Tomorrow--Exploring the Future" (Sherry Hoyle); "Programming Your Future: Futures Forecasting" (Margaret Stanley); "Religions in the Middle East: A Comparative Study" (Judy Craig); "The Living Curriculum: Newspapers in the Classroom" (Eilene Guthrie); "The Lost Colony" (Jan Miller); "Those Who Dared" (Carole Ledford); and "Wings for You and Me" (Martha Rice). (JDD)

ED 326 057 FL 018 975

Diaz, Diana M.

Language Across the Curriculum and ESL Students: Composition Research and "Sheltered Courses."

PUB DATE- 18 Nov 89

NOTE- 17p.; Paper presented at the Annual Meeting of the National Conference of Teachers of English (Baltimore, MD, November 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English (Second Language); Higher Education; Language Research; Second Language Instruction; Second Language Learning; *Writing (Composition); *Writing Across the Curriculum; Writing Instruction; *Writing Research

IDENTIFIERS- *Sheltered English

The work of researchers, theorists, and practitioners suggests that to facilitate academic success for college-level students of English as a Second Language (ESL), attention must focus on, but not be limited to, the following areas: (1) students need to become "acquirers," not just "learners," of the second language; (2) students need to develop into "second language writers" who can use writing for discovery and creation of meaning; and (3) opportunities to write for multiple audiences, to become participants in the academic and discourse communities, and to acquire the relevant knowledge that accompanies membership, must be provided. Each of these objectives is substantial, and all are interdependent. Sheltered English classes as commonly conceived may not be the most effective response to these needs. The Writing Across the Curriculum movement offers a pedagogy that may help ensure that sheltered classes achieve their potential. Two significant features include: (1) the premise that writing expressively about academic content is a powerful method of making a subject the student's own and integrating it into his knowledge structure; and (2) recognition that the Writing Across the Curriculum movement is keyed to an element that is strongly linked to any meaningful academic change--extensive faculty development. Incorporating these principles into the already linguistically enhanced sheltered classes can provide powerfully meaningful educational experiences for ESL students. (MSE)

ED 325 625 CE 056 105

Office of Consumer Affairs, Washington, D.C.

Consumer's Resource Handbook. Teacher's Guide.

PUB DATE- 89
NOTE- 9p.; For the related handbook, see ED 299 376.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Classroom Techniques; *Consumer Education; *Consumer Science; *Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; *Teaching Methods

This guide is designed for use with the "Consumer's Resource Handbook" published by the U.S. Office of Consumer Affairs. The handbook's overall purpose is to help build consumer literacy for the global marketplace of the 21st century. The handbook can familiarize students--both youth and adults--with sources of marketplace information/assistance and encourage application of basic skills, critical thinking, and reasoning to spending and other daily decisions. The teacher's guide contains the following sections: (1) teacher background and suggestions for use; (2) three categories of suggested learning activities (information and informed decisions, effective complaint handling, further study and creative application); (3) key sources of assistance; (4) acknowledgments; and (5) address to obtain the guide and "Consumer's Resource Handbook." (KC)

ED 325 942 EA 022 430

Graham, Glenn T.; And Others
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Successful Strategies for Marketing School Levies. Fastback No. 310.
PUB DATE- 90
NOTE- 50p.; Support for this publication provided by the University of Akron (Ohio) Chapter of Phi Delta Kappa.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Bond Issues; Community Resources; Community Support; Elementary Secondary Education; *Financial Support; *Fund Raising; Lobbying; Local Issues; *Marketing; Mass Media Use; Political Campaigns; Politics of Education; Public Relations; *Public Schools; School Community Relationship; School Support; Voter Registration; Voting

The use of modern marketing concepts to assist public school districts in the passage of school levies and bond issues is presented in this guidebook. The modern marketing concept is based on maximizing customer satisfaction and solving the problem of the consumer. Strategies are presented for conducting market analysis; financing, organizing, and implementing the campaign; targeting and registering positive voters; and defining the roles of participants. (LMI)

ED 325 993 EC 232 496

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

Supported Employment: Review of Literature. Policy Analysis Series, No. 26.

PUB DATE- 31 Mar 89
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Definitions; *Delivery Systems; *Employment Programs; *Models; Program Administration; Program Development; Program Effectiveness; Program Implementation; *Severe Disabilities; *Supported Employment

This review of the literature on supported employment for individuals with severe disabilities begins by outlining two Federal definitions of supported employment and noting their similarities. Literature on approaches to supported employment is examined, focusing on individual jobs at distributed or scattered sites, enclaves, mobile crews, and benchwork. A table compares the four models, analyzing the organizational strategy, number of workers per job site, cost, intensity of support, training, supervision, implementation issues, wages, integration, other employment benefits, success in serving persons with the most severe disabilities, and success in overcoming environmental constraints to employment. Barriers to supported employment are also explored, such as attitudes, job performance, cost, benefit reductions, and jobs availability. A 21-item bibliography completes the document. (JDD)

ED 326 040 FL 018 420

Ohrtman, Dennis W.
Platero como el primer paso litear io (Platero y Yo: A Student's Introduction to Literary Analysis).
PUB DATE- 90
NOTE- 7p.; Paper presented at a Conference of the Pacific Northwest Council on Foreign Languages (40th, Missola, MT, May 11-13, 1989).
LANGUAGE- Spanish
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Literature Appreciation; Second Language Instruction; Second Language Learning; *Spanish; *Spanish Literature; *Tenses (Grammar); Verbs

This instructional guide is to be used by teachers in the instruction of "Platero y Yo," written by Juan Ramon Jimenez, one of Spain's foremost poets. A systematic study is provided of movement throughout the text, by analyzing verb tenses, to help novice Spanish literature students grasp the scholastic and psychological interpretations of poetic and metaphorical text. Written in Spanish, "Platero como el primer paso literario" compares the verb tenses used by Jimenez with the development of the story, which parallels the seasons of the year and the cyclical nature of life. (LR)

ED 325 658 CE 056 222

Imel, Susan
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Adult Literacy Learner Assessment. ERIC Digest No. 103.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Literacy; Competency Based Education; Evaluation Methods; Illiteracy; *Literacy Education; *Minimum Competency Testing; Performance; *Standardized Tests; *Student Evaluation; Student Participation
IDENTIFIERS- ERIC Digests; *Participatory Evaluation

Four major types of approaches to learner assessment are standardized testing, materials-based, competency-based, and participatory assessment. Standardized tests are easy and inexpensive to administer. Objections are their intrinsic defects and misuse. Materials-based assessment, the practice of evaluating learners on the basis of tests following the completion of particular curriculum materials, creates a closed system. Because competency-based assessment recognizes the importance of prior learning and rewards what individuals can already do, it is more compatible for use with adults. A criticism is that it is still a test given under classroom conditions. Participatory assessment has these features: a view of literacy as practices and critical reflection, the use of a broad range of assessment strategies, and an active role for learners in the assessment process. A criticism is that alternate forms of assessment lead to less demanding levels of achievement. Guidelines for selecting assessment instruments and procedures include: purpose of the assessment; appropriateness of the instrument; reliability, validity, and practicality of the instrument; and congruence between instrument/approach and instruction. (Five references are listed.) (YLB)

ED 325 672 CE 056 251

Further Education Staff Coll., Blagdon (England).
All Our Futures: Four Studies of Development through Education/Training.
PUB DATE- 90
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adolescent Development; *Adolescents; Continuing Education; Curriculum Development; Educational Development; *Education Work Relationship; Foreign Countries; *Job Training; Nontraditional Education; Postsecondary Education; Secondary Education; *Vocational Education; Youth Problems; Youth Programs
IDENTIFIERS- *Great Britain; Kaufman (Morris)

These four reprinted reports from 1975-1982 direct their attention primarily at the curriculum entitlement of young people in Great Britain. Three educators provide a linking commentary to the present time. An introduction (Flower) describes the context in which the reports were written and traces the genesis of the thinking of the Study Group on the Education/Training of Young People set up by the Rubber and Plastics Processing Industry Training Board in 1974 and the development of its ideas. It sets out the underlying philosophy developed by Morris Kaufman as he led the group in making its proposals. "First Report of the Study Group on the 'Education/Training of 16-18 Year Olds'" concerns itself primarily with the transition from school to work. "Commentary on Second Report" (Bell) emphasizes the group's assertions about the role of schools in a rapidly changing society. "School Curricula for a Changing World" (the second report) proposes alternative pathways, which follow different routes and take different lengths of time to reach the goals of education but which should be equal in provision, adequacy, and ultimate achievement. "Commentary on Third Report" (Leech) finds several links to current developments regarding 14- to 18-year-olds. "Work and Learning: Proposals for a National Scheme for 16-18 Year Olds at Work" (the third report) considers the framework within which the ideas elaborated in the first two reports could be realized. "Commentary on Fourth Report" (Bell) reviews "The Way Forward: A Practical Proposal for Introducing Change in School Curricula" (the fourth report) in which Kaufman's group developed a discussion of the nature of competencies and skills. "Summing Up" (Leech) makes a brief overview of the four reports and takes the first steps into extending their philosophy into a post-18 continuing education and training agenda to cover adult learning in work and at college. Twenty references are found at the end of the report. Appendixes include a list of study group members, glossary of acronyms and initialisms, and a personal note on Kaufman. (YLB)

ED 325 815 CS 010 302

Fauvel, Monique Crandell
Using Vocabulary Drills Incorporating Assimilated Foreign Words To Improve Reading Competence in a Sophomore Class.
PUB DATE- 90
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drills (Practice); High Schools; Library Instruction; Library Skills; Literature Appreciation; *Reading Comprehension; *Vocabulary Development
IDENTIFIERS- *Foreign Words; High School Sophomores; Reading Motivation

A practicum was designed to help high school sophomores increase their reading competence, increase their vocabulary knowledge of foreign words commonly integrated into the English language, and motivate them to read and frequent the library more often. Students were grouped by affinity and interests. A reading corner offering a multitude of books of diverse interests was used as a classroom resource. Students also checked out books from the library and researched foreign words on a daily basis. Students shared the results of their reading and research on a weekly basis. As the readings progressed, students compiled lists of foreign words organized into three categories: literature and psychology, social studies, and music. After a period of 2 months, the students authored a floppy disk containing vocabulary activities using their lists of foreign words. At the end of 3 months of implementation, the results of the practicum were positive. Students were checking out three or more books per month in addition to visiting the library frequently for research. There was a 50% increase in vocabulary acquisition and students were able to use words of foreign origin in sensible sentences with an accuracy of 60%. (Four tables of data are included; 39 references, a questionnaire, survey, summative evaluation, and a list of foreign words are attached.) (RS)

ED 325 880 CS 507 320

Borchardt, Donald A.
Creativity in Guided Design: Looking Back to the Future.
PUB DATE- 12 Oct 90
NOTE- 46p.; Paper presented at the Annual Meeting of the International Society for Teaching Alternatives (Indianapolis, IN, October 12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperative Learning; Creative Thinking; *Decision Making; Group Activities; *Group Discussion; *Guided Design; Higher Education; Learning Activities; Problem Solving; Self Directed Groups; *Teaching Methods
IDENTIFIERS- Theater History

This paper discusses "Guided Design," a method for teaching course content which engages students in group decision-making, where problems are solved or issues are resolved in a step-by-step process using instructions and feedbacks especially prepared to make students think for themselves about subject matter rather than depend on the teacher to convey all information. The paper (1) shows the difference a change from lecture/discussion to Guided Design made in student evaluations; (2) reviews principles used in Guided Design to point out how creative thinking combines with the analytical and critical; (3) describes how this method stimulates students to think creatively; and (4) offers an example of a course in theater history which used Guided Design to stimulate student interest. One table and six figures are included and 19 references are attached. An appendix presents student comments about the value of learning in a group decision-making format. (SR)

Goldman, Paul; Kempner, Ken

The Administrator's View of Administrative Training.

PUB DATE- Oct 88
NOTE- 13p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, October 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Communication Skills; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; *Management Development
IDENTIFIERS- *Oregon

Although education professionals are major stakeholders in administrative reform, the emerging debate about administrator training has involved the elites--representatives of professional associations, leaders in large or rich districts, state regulators, colleges of education, and departments of educational administration. Previous literature reports little about administrators' interpretations of the issues engaging the elite. This paper discusses the results of a study exploring administrators' perceptions concerning their recruitment and training, their postcertification professional development, and the effectiveness of past and present training in preparing administrators to solve current and future problems.
Self-administered questionnaires were mailed to 420 members of Oregon's professional association. The sample was stratified by region, district size, gender, and position. The response rate was 70 percent; 75 percent of respondents agreed to be contacted for face-to-face interviews. Most administrators felt ambivalent about formal schooling and wished they had more direct, hands-on training. Also, they felt that certification and professional development programs were offered at inconvenient times and often provided irrelevant training activities. The data on Oregon's school administrators reflects consensus on attitudes, but describes enormous variation in individual and organizational experiences not attributable to demographic differences. Some speculative impressions concerning these variations are presented. (30 references) (MLH)

Nehring, Wendy M.

Transition Needs for Children with Chronic Illness into Adulthood: Alleviating the Concerns of Families with Information and Knowledge.

PUB DATE- May 90

NOTE- 19p.; Paper presented at the Annual International Conference on Developmental Disabilities-Young Adult Institute (New York, NY, April 18-20, 1990). Partial funding for this study was provided by the Illinois Division of Services for Crippled Children.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Childhood Needs; *Chronic Illness; Communication Skills; Daily Living Skills; Employment; Expectation; Financial Needs; Health Needs; Independent Living; *Individual Needs; Interpersonal Competence; Mothers; *Needs Assessment; *Parent Attitudes; *Physical Disabilities; Physical Mobility; Recreational Activities; Self Care Skills; *Self Evaluation (Individuals); Special Health Problems; Transitional Programs

The study examined agreement and disagreement between 24 adolescents (age 15-20) with chronic illness and their mothers on questions relating to the adolescent's transition into adulthood. The subjects were divided into two groups: one with mobility impairments and one with general health impairments. Areas examined included health, finances, work, living arrangements, recreation, mobility, communication, self-care, and socialization. Significant differences were found between: (1) adolescents with mobility impairments and their parents regarding whether they would have health problems as adults; (2) adolescents in each group and their parents regarding whether they expect to have children; (3) adolescents in each group and their parents regarding whether or not they had knowledge of financial programs and/or agencies. Seventy-five percent of the adolescents felt that they could fully support themselves as adults, while only 33% of the mothers of general health-impaired adolescents and 67% of the mothers of mobility-impaired adolescents felt so. Compared to the general health-impaired adolescents, more adolescents with mobility impairments and their mothers identified a need for special living arrangements as adults. Future normal employment was agreed upon by adolescents and their mothers. (40 references) (JDD)

ED 325 626 CE 056 121

World Health Organization, Geneva (Switzerland).
Educational Imperatives for Oral Health Personnel: Change or Decay? Report of a WHO Expert Committee. Technical Report Series 794.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Allied Health Occupations Education; *Dental Health; Dental Hygienists; Dental Technicians; *Dentistry; *Dentists; Educational Change; Educational Needs; *Employment Qualifications; Foreign Countries; Job Skills; *Medical Education; Postsecondary Education; Professional Education; Technological Advancement

This report highlights trends in disease patterns and technological advances that call for sweeping changes in the education of oral health personnel. It first provides a brief history of the development of dental education. The second and most extensive section analyzes global trends for dental caries, periodontal conditions, tooth loss and edentulousness, developmental disorders, systemic diseases, and traumatic injuries. The third section considers what these trends will mean in terms of the demand for different categories of oral health personnel and for low-, moderate-, and high-technology care. The report notes that the clinical functions required of oral health personnel will change from the simple to the complex. The second half of the report discusses the immediate educational changes needed to protect against an oversupply of oral health personnel, overqualified for routine clinical functions yet inadequately trained to perform necessary specialized, sophisticated procedures. Topics include advantages of a health sciences approach organized on modular lines, changes in curricula that can support revised educational objectives, and methods for setting and maintaining educational standards. Fifteen specific tasks that can contribute to effective changes in educational systems for training dentists and auxiliary personnel are outlined. Eleven references are listed. Appended is a statement of the general aim and objectives for a first course for oral health professionals. (YLB)

ED 325 704 CE 056 290

Missouri Univ., Columbia. Instructional Materials Lab.

Business Education Handbook.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Advisory Committees; Articulation (Education); *Business Education; *Educational Philosophy; Educational Policy; Educational Resources; Guidelines; Postsecondary Education; Professional Development; *Program Implementation; Publicity; Secondary Education; Special Needs Students; *State Programs; *State Standards; Student Organizations
IDENTIFIERS- *Missouri

This handbook covers the field of business education in Missouri, outlining the program, rationale, components, principles, and resources. Specifically, the 13 sections cover the following: (1) the mission of business education; (2) the secondary program; (3) the postsecondary program; (4) adult education; (5) student organizations; (6) articulation; (7) professional development; (8) the advisory committee; (9) special populations; (10) guidance and placement; (11) promoting business education; (12) inventory; and (13) business education resources. References are included in each section. Five appendixes include: guidelines for submitting applications for expanding and new regular vocational programs; applications for purchases; reimbursement forms; application for vocational and/or counselor's certification; and an evaluative questionnaire for business education. (KC)

ED 325 719 CE 056 357

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Direct Field Trips. Module C-1 of Category C--Instructional Execution. Second Edition. Professional Teacher Education Module Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 57p.; For related modules, see ED 316 643 and ED 323 410-418.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; Experiential Learning; *Field Trips; Independent Study; Individualized Instruction; Learning Activities; Learning Modules; Pacing; Secondary Education; *Vocational Education Teachers

This module is one of a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. This module is designed to help the teacher plan and direct individual and group field trips that will enrich students' classroom learning experiences, spark their interest in the world of work, and provide concrete, real-world applications of their learning. It is made up of three learning experiences containing activities that may either provide background information or practice experiences, or combine these two functions. Upon completion of these experiences, the user should be able to achieve the terminal objective in the fourth and final learning experience. The final experience requires the user to demonstrate the skill in an actual teaching situation when that user is an intern, student teacher, inservice teacher, or occupational trainer. The learning experiences are based on the following enabling objectives: (1) demonstration of knowledge of the rationale for and procedures involved in directing field trips; (2) direction, or critique of the direction, of an individual field trip; and (3) direction, or critique of the direction, of a group field trip. The terminal objective is actual direction of field trips. (YLB)

ED 325 735 CG 022 608

Mei, Dolores M.; And Others

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

High School Attendance Improvement Dropout Prevention (A.I.D.P.) Program, 1988-89: End of Year Report. OREA Report.

PUB DATE- 3 Jul 90

NOTE- 48p.; For the 1986-1987 report, see ED 299 368.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attendance; *Dropout Prevention; *Dropout Programs; *High Schools; *Public Schools; Urban Education

IDENTIFIERS- *New York (New York)

This report examines the 1988-1989 Attendance Improvement Dropout Prevention (AIDP) program as it operated in 30 New York City public high schools under new guidelines and broadened student eligibility criteria. Part I introduces the dropout prevention program, lists program guidelines and objectives, and describes the evaluation methodology. Part II focuses on program implementation, noting that all participating schools implemented attendance incentives and parent outreach, individual and group counseling, and P.M. schools; and that 70 to 80% implemented 9th and 10th grade houses, block programming, part-time jobs, work-study, vocational training, and independent study. Part III presents student outcomes and part IV gives conclusions and recommendations. A review of the data revealed that all five of the identified program objectives were met in more than 50% of participating schools: (1) 63% of schools met the average daily attendance objective in 9th grades and 53% met that objective in 10th grades; (2) 94% met semester attendance objective in 9th grades and 100% met that objective in 10th grades; (3) 50% reduced their percentage of long-term absentees in 9th grades and 63% met this objective in 10th grades; (4) the 9th graders in 23% of the schools and 10th graders in 97% of schools met the credit accumulation objective; and (5) 67% of schools reduced their dropout rates by the requisite amount. A list of variables used to measure each objective and a list of participating AIDP schools are appended. (NB)

Cook, Barbara J.
Schizophrenia and the Family.
PUB DATE- Aug 90
NOTE- 99p.; Seminar paper for Master of Education degree, Ohio University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Behavior Disorders; Coping; Counselor Client Relationship; *Emotional Disturbances; Family Attitudes; Family Counseling; Family Influence; *Family Problems; *Family Relationship; Mental Health; Paranoid Behavior; Psychopathology; *Psychosis; *Schizophrenia

This document addresses the problems faced by families with a schizophrenic member, based on a survey of the literature from a variety of sources including: (1) the Alden Library of Ohio University; (2) the ERIC database; (3) the American Association of Counseling and Development (AACD); and (4) the National Alliance for the Mentally Ill (NAMI). Chapter 1 introduces the topic, states the problem under study, and describes the need and purpose for the study. Included in this chapter are definitions of terms, questions for research, and statement of limitations. Chapter 2 comprises a review of the literature on schizophrenia and the family. Chapter 3 discusses and analyzes the literature reviewed, first focusing on research into the biological and environmental causes of schizophrenia, and next discussing obstacles encountered by families with schizophrenic members, coping strategies for such families, treatment options for families, and counselor variables that influence treatment. Chapter 4 summarizes the findings and answers the specific research questions relating to dysfunctional practices of families with a schizophrenic member. Questions concern such issues as obstacles encountered by families with schizophrenic members, guidelines to foster maximum family growth, programs that develop and nurture optimal growth in families with a schizophrenic member, and counselor variables that address these problems. (TE)

ED 325 832 CS 010 319

Phillips, Linda M.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Effect of Early Literacy Intervention on Kindergarten Achievement. Technical Report No. 520.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Memorial Univ., St. John's (Newfoundland).; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Early Intervention; Foreign Countries; *Kindergarten Children; *Parent Participation; Primary Education; Reading Materials; Reading Research; Statistical Analysis
IDENTIFIERS- *Emergent Literacy; Literacy Events; Metropolitan Readiness Tests; Newfoundland

A study examined whether a beneficial effect on children's literacy development accrues from the use of the Little Books with kindergarten children, and identified differential effects on kindergarten achievement according to treatment type, community status, and school type. From a sample of 40 Newfoundland schools, schools were grouped into rural village (drawing students from one small community), rural collector (drawing students from several small communities), and urban, and four schools were randomly selected from each grouping. Schools were assigned randomly to one of the treatment groups (Little Books used in the home only, Little Books used in the home and school, Little Books used in the school only, and control). Complete pretest and posttest data were obtained for 309 children. Quantitative analyses showed the children entering kindergarten in this study to be at risk of school failure. On average, urban kindergartners scored higher on all measures, and village and collector students scored about the same. Differences in posttest means were not related clearly to treatment. However, the Metropolitan Reading Readiness Pretest x Treatment interaction, which showed that the lowest achieving students profited most from the Little Books when they were used at home only, and the highest achieving students profited most from the Little Books when they used them in school only, helps to support the hypothesis that the home has a crucial role to play in literacy development. (Three tables of data are included and 16 references are attached.) (Author/MG)

ED 325 912 EA 022 376

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 3347, a National Demonstration Program for Educational Performance Agreements for School Restructuring. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (November 16, 1989).

PUB DATE- 90

NOTE- 163p.; Serial No. 101-66. Some small print may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accountability; *Decentralization; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal Regulation; Federal State Relationship; Hearings; *Local Government; School District Autonomy; School Districts; *School Restructuring; Special Needs Students; State Aid

IDENTIFIERS- Congress 101st

Statements, prepared statements, letters, and supplemental materials are included in this hearing report on legislation to enact a national educational demonstration agreement for school restructuring. The goal of demonstration programs is to improve student performance at the local level with fewer federal state and local restrictions, particularly those involving allocation and funding. Testimonies presented in support of the proposed bill argue that increased local flexibility will improve the quality of and access to special needs population programs. Statements were presented by: Albert Shanker, American Federation of Teachers; Roger Semerad, Nabisco; Thomas M. Kean, Governor of New Jersey; Robert Holland, Committee for Economic Development; G. Alfred Hess, Jr., Chicago (Illinois) Panel on Public School Policy and Finance; and LaVaun Dennett, former Principal, Montlake Elementary School, Seattle (Washington). (LMI)

ED 325 927 EA 022 413

Wehlage, Gary; And Others
National Center on Effective Secondary Schools, Madison, WI.;
Wisconsin Center for Education Research, Madison.
Empowering Communities for School Reform: The Annie E. Casey
Foundation's New Futures Initiative. Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Oct 89
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; *Cooperative Programs; *Dropout
Prevention; *Dropout Programs; *High Risk Students; Power
Structure; Secondary Education; *State Action
IDENTIFIERS- Annie E Casey Foundation; *Empowerment

Despite many responses to the dropout problem, it remains unclear which school strategies are successful with at-risk students. State initiatives are well intentioned, but have certain limitations. Criteria such as local accountability, school-by-school regeneration and reform, longitudinal strategies, and horizontal coordination are needed. This paper describes the Annie E. Casey Foundation's New Futures Initiative, a project drawing on these criteria to help communities assist their at-risk youth. Community partnerships were created in five cities (Dayton, Ohio; Lawrence, Massachusetts; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia) to bring about improved school achievement, reduced dropout and teen pregnancy rates, and increased young adult employment. The paper focuses only on the educational aspects of the initiative. In each city, the heart of New Futures is a "community collaborative" charged with planning, coordinating, and implementing specific youth-serving programs. Governed by broadly representative boards, these "collaboratives" are empowered with the political authority to plan and execute policy. Cities will assess their plan's success through a set of 10 outcome indicators stipulated by the Casey Foundation. It is too early to know whether the specific activities generated by New Futures will constitute systemic reforms that enhance the educational outcomes of most students at risk. Certain questions have already arisen concerning the collaboratives' ability to represent more than the traditional power elite, to bring about systemic change, and to effect a reform agenda generated outside the schools. As an experiment, however, New Futures contains documents that could lead to the development of a broad commitment to the welfare of all children in the five participating cities, especially in their approach to issues of ownership and involvement. (20 references) (MLH)

Dunlap, Diane M.; Goldman, Paul

Power as a "System of Authority" versus Power as a "System of Facilitation".

PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Clinical Supervision (of Teachers); Collegiality; Cooperation; *Educational Administration; Elementary Secondary Education; Instructional Leadership; Models; Needs Assessment; Organizational Climate; *Participative Decision Making; Personnel Management; *Power Structure; Professional Development; Program Evaluation; Resource Allocation; School Restructuring; Shared Resources and Services; Special Education; Vertical Organization

An alternative conceptualization of organizational power is proposed. Power as a "system of facilitation," in contrast to power as a "system of authority" is explored and related to educational administration practices. The educational trends of clinical supervision and individualized programming within special education are analyzed to illustrate how the redefinition of power as a facilitative system presents a viable alternative paradigm. Characteristics of facilitative power include increased autonomy and decision making of professional staff, encouragement of innovative problem-solving approaches, and reduction of the centrality of the administrator role. Professional power generated by a system of facilitation, or power through others, is distinguished from formal authority, or power over others. A conclusion is that professional power is most effective in truly professional settings, of which individual autonomy is a primary element. (44 references) (LMI)

ED 325 688 CE 056 269

Smith, Clifton L.
Missouri Univ., Columbia. Instructional Materials Lab.

Development of a State-Wide Competency Test for Marketing Education. Final Report.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 90
NOTE- 48p.; For related documents, see CE 056 270-273.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competence; *Competency Based Education; *Criterion Referenced Tests; Evaluation Criteria; *Marketing; Outcomes of Education; Secondary Education; Student Evaluation; *Test Construction; *Test Items
IDENTIFIERS- Missouri

A project was conducted to develop a valid, competency-referenced test on the core competencies identified for the Missouri Fundamentals of Marketing curriculum. During the project: (1) multiple-choice test items based on the core competencies in the Fundamentals of Marketing curriculum were developed; (2) instructions for onsite administration of the test were written; (3) a field test was conducted; (4) the test was given statewide; and (5) analyses were performed on the data obtained. Evaluation showed that the test instrument adequately assesses students' mastery of the core competencies within the Fundamentals of Marketing curriculum and that a majority of the test items developed for the test have statistical adequacy. The final product of the project is a 121-item test that correlates to the Fundamentals of Marketing core competencies. Recommendations were made for all marketing education programs in the state to participate in the testing and for a test bank of questions to be developed. (Appendixes include the test, project correspondence, results from participating schools, and certificates of achievement and participation.) (KC)

ED 325 751 CG 022 904

Lea, H. Daniel; And Others

Strategies and Methods: A Variety of Approaches.

PUB DATE- 85

NOTE- 67p.; Chapters 4-8 of "Adult Career Development: Concepts, Issues and Practices," (See CG 022 902).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) P

DESCRIPTORS- *Adult Counseling; Adults; *Career Development; *Counseling Techniques; *Counselor Role; Futures (of Society); Trend Analysis

This document consists of the second section of a book of readings on issues related to adult career development. The five chapters in this second section focus on strategies and methods for providing adults with career services. "The Adult Career Program Developer as Learner" (H. Daniel Lea and Zandy Leibowitz) presents a five-stage model of adult career program development. It discusses the stages of data gathering, conceptualization, design, implementation, and evaluation/redesign and examines how individual learning styles of program developers can affect the program development process. "Appraising Adults' Career Capabilities: Ability, Interest, and Personality" (John Crites) presents a review and critical analysis of scientific findings on appraisal instruments for adult career capabilities and informed experience with them. Included are discussions of ability tests, vocational interest inventories, and personality measures. "Counseling Adults for Career Change" (Lawrence Brammer and Philip Abrego) explores counseling approaches for assisting adults in managing their career changes or transitions. It presents a general model of the helping process. "Systematic Career Guidance and Computer-Based Systems" (JoAnn Harris-Bowlsbey) presents a generic model for the content of a career guidance program, distinguishes between computer-based career information and career guidance systems, and relates these two types of systems to the generic model. "A Team Approach to Career Counseling" (Carol Blimline and David Schwandt) discusses three major categories of counseling interventions: professionally assisted counseling, self-paced counseling, and employer-assisted counseling. (NB)

ED 325 784 CG 022 941

Morris, Thomas A.; Hueschen, John
Teacher Perceptions of Counselor Roles.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counselor Role; *Elementary Secondary Education;
*School Counseling; *School Counselors; *Teacher Attitudes

Questionnaires were sent to one teacher and one counselor at each of 117 schools that had participated in Transescent Seminars held at the University of Wisconsin in Platteville. Responses were obtained from teachers and counselors and were analyzed in terms of counselor roles proposed in the Wisconsin Developmental Guidance Model. Both teachers and counselors completed identical forms, rating the extent of involvement of the counselor in each of 14 roles. The counselor role ranked highest by teachers and counselors was "Consultation with teachers about individual student concerns." The second ranked role according to teachers was "Consultation with parents." Teachers saw counselors as being more involved in this activity than counselors ranked themselves. The third ranked role according to teachers was "Individual counseling with students." The fourth ranked role according to teachers was "Consultation with administrators." Teachers and counselors were in close agreement in their ratings of consultation with teachers about individual student concerns and individual counseling with students. There were significant differences in the average ratings of only four roles: consultation with parents, referral of students to community agencies, consultation with teachers about classroom activity development, and consultation with teachers about professional concerns of the teacher. (ABL)

ED 325 800 CS 009 960

Purcell-Gates, Victoria; Dahl, Karin L.

Patterns of Success and Failure at Literacy Learning among Low-SES Urban Children in Traditional Skills-Based Kindergarten and First Grade Classrooms.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Nov 89

NOTE- 60p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; *Cognitive Style; *Conventional Instruction; *Disadvantaged Youth; Grade 1; Instructional Effectiveness; Kindergarten; Learning Strategies; *Literacy; Longitudinal Studies; Primary Education; Qualitative Research; Reading Research; Socioeconomic Status; Statistical Analysis; Urban Education; *Urban Youth

IDENTIFIERS- *Emergent Literacy; *Print Awareness

A study examined low-socioeconomic status (SES) urban children's ways of interpreting traditional skills-based literacy instruction in kindergarten and first grade. Subjects, 35 randomly selected children from three inner-city schools, were tested for entering and end-of-first-grade knowledge of six domains of written language. Subjects' scores on two standardized achievement tests were also collected. Twelve children were randomly selected from the sample for close observation over 2 years in their classrooms. Qualitative and quantitative analysis revealed four patterns of success/nonsuccess in literacy development within the classroom context: (1) the "independent explorer" children who began kindergarten with the "big picture" of written language and successfully interpreted the skills-based instruction while engaging in numerous self-directed explorations of print; (2) the "curriculum dependent" children who did not have the "big picture" of written language from the start and exhibited major mismatches between their understandings and those required by the curriculum; (3) the "passive nonweavers" who failed to actively construct relationships between the many skill activities required of them; and (4) the "deferring learner" who moved from a knowledgeable, active stance to a passive one after confronting mismatches between her knowledge of print and the curriculum. (Six tables of data are included; 40 references are attached.) (RS)

ED 325 848 CS 212 550

Dickel, Michael

Wendy's, the Potato Head Kids, and Me: Dealing with Sexist Representations in Language and Culture or, Un-wrapping the Hamburger.

PUB DATE- 6 Oct 90
NOTE- 15p.; Paper presented at the Annual Fall Conference of the Midwest Writing Centers (St. Cloud, MN, October 5-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Cultural Influences; Higher Education; Language Role; Popular Culture; *Sex Bias; *Sex Stereotypes; Writing Instruction
IDENTIFIERS- Text Factors

If sexism, inherent in the fabric of the culture of human society, produced sexist language, then sexist language no doubt helps reinforce and teach sexism to the users of that language. Language feeds back the sexism, sexism feeds back through language. Treating symptoms of disease alone will not eliminate the disease, but may help, while treating the disease caused by sexism alone may lead to reinfection from the language. "Kids' Meal" boxes, available from "Wendy's" and featuring "Potato Head Kids" engaging in activities on the outside of the box, reinforce sexist values in the culture. Women are portrayed as incompetent, passive, caregivers, lacking rank and authority. Men are authoritative, adventurous, and rescuers. The boxes became a matter of discussion in a college composition class. As an exercise, the activity of discovering the values inherent in the box helped students to recognize that equalizing representation--say by alternating "he" and "she"--is not enough. The content of the representation matters every bit as much, if not more than, the numbers, and this holds for issues of race, gender, sexual preference, and all of the other "-isms" based on prejudice. (KEH)

ED 325 865 CS 212 577

Badger, Lynne, Ed.; And Others
Primary English Teaching Association, Rozelle (Australia).
Success Stories from the Classroom 1.
PUB DATE- Nov 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- Class Activities; *Classroom Environment; *Classroom Techniques; Elementary Education; Foreign Countries; *Language Arts; Teacher Expectations of Students; Teacher Student Relationship; Thinking Skills
IDENTIFIERS- *Australia (South Australia); Teacher Writers

The 21 stories told in this collection are about successful classroom teaching in South Australian primary schools and show the invaluable role that teachers play in developing sound theory. Each story has been selected from the English Language Curriculum Services Newsletter (ELCS) or its successor English Language Arts Newsletter (ELAN), which have been published over the last 9 years by the Education Department of South Australia. The book is divided into three sections entitled "Setting Up Children for Success," "Learning from Children," and "Supporting Student Independence," and the stories they contain reflect the multiple roles that teachers play in the development of children. The teachers whose stories are included have been particularly open to all they learn from children, testing out their hunches and responding to what they observe children doing. Their stories are a testament to the complexity, challenge, and satisfaction of teaching. (MG)

ED 325 897 CS 507 338

Studdert-Kennedy, Michael, Ed.
Haskins Labs., New Haven, Conn.
Status Report on Speech Research, January-June 1990.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 90
NOTE- 298p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Articulation (Speech); *Language Acquisition; *Language Processing; Linguistics; Phoneme Grapheme Correspondence; *Phonology; Reading; *Speech Communication; Speech Habits; Vowels; Word Recognition
IDENTIFIERS- *Coarticulation (Speech); Speech Research; Voice Stress Analysis

This collection of articles is one of a series of semiannual reports on the status of speech research at Haskins' Laboratories. The titles of the 18 articles and their authors are as follows: "The Alphabetic Principle and Learning to Read" (Isabelle Y. Liberman and others); "Language Development from an Evolutionary Perspective" (Michael Studdert-Kennedy); "Phonemic Segmentation as Epiphenomenon: Evidence from the History of Alphabetic Writing" (Alice Faber); "Phonemic Similarity Effects and Prelexical Phonology" (Georgije Lukatela and M.T. Turvey); "Automatic and Prelexical Computation of Phonology in Visual Word Identification" (Lukatela and Turvey); "Phonological Ambiguity and Lexical Ambiguity: Effects on Visual and Auditory Word Recognition" (Ram Frost and others); "Morphological Relationships Revealed through the Repetition Priming Task" (Laurie Beth Feldman); "Listener-Talker Attunements in Speech" (Carol A. Fowler); "An Electropalatographic and Acoustic Study of Consonant-to-Vowel Coarticulation" (Daniel Recasens); "Coarticulation is Largely Planned" (D. H. Whalen); "The Perceptual Effects of Child-Adult Differences in Fricative-Vowel Coarticulation" (Susan Nittrouer and D. H. Whalen); "'Targetless' Schwa: An Articulatory Analysis" (Catherine P. Browman and Louis Goldstein); "Methods for Least-Squares Parameter Identification for Articulatory Movement and the Program PARFIT" (Richard S. McGowan and others); "'Clock' and 'Motor' Components in Absolute Coordination of Rhythmic Movements" (M. T. Turvey and others); "An Analogy between the Mucosal Waves of the Vocal Folds and the Wind Waves on Water" (Richard S. McGowan); "Laryngeal Control of the Plosives of Standard Thai" (Arthur S. Abramson); "Distinctive Vowel Length: Duration vs. Spectrum in Thai" (Arthur S. Abramson and Nianqi Ren); and "Effects of Preceding Context on the Voice-Onset-Time Category Boundary" (Bruno H. Repp and Hwei-Bing Lin). A list of DTIC and ERIC numbers is appended. (SR)

ED 325 960   EA 022 451

Tallerico, Marilyn; Blumberg, Arthur

Teachers' Views and Supervisory Practices: In a Different "Different Voice".

PUB DATE- Oct 90

NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Informal Organization; Instructional Improvement; •Organizational Climate; •Supervision; •Teacher Attitudes; Teacher Motivation; •Teacher Participation; Teacher Supervision; Teaching Experience; Work Environment

The contexts within which teachers engage in personally meaningful discourse about teaching and learning are explored. Connections are drawn between the perspectives and experiences of teachers and the organizational structure of the workplace. Methodology involved a pattern analysis of responses to an open-ended survey administered to 90 K-12 public school teachers. Five themes emerged from the data, which include issues of reciprocity, personal work-oriented benefits, confirmation in one's work role, perceptions of expertise, and probability of future interaction. Data indicate that minimal significant discourse about teaching occurs during formally structured situations and that the most meaningful exchange takes place during informal interaction. The finding suggests a need for rethinking how schools function as work settings and understanding the conditions under which teachers' voices are heard. (21 references) (LMI)

ED 325 994 EC 232 497

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

Supported Employment: Review of Grant Recipients and 1986 DAC Data. Policy Analysis Series, No. 27.

PUB DATE- 31 Mar 89

NOTE- 18p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; *Community Programs; Day Programs; Definitions; Individual Characteristics; Rehabilitation Programs; *Severe Disabilities; Social Integration; *State Programs; Supervision; *Supported Employment; Transitional Programs; *Vocational Rehabilitation; Wages

IDENTIFIERS- *Minnesota

This paper reports on Minnesota's efforts to implement supported employment projects, and reports on community-based vocational activities provided by day training and habilitation centers in 1986. A survey was conducted of 96 providers of adult services throughout the state of Minnesota. Seventy-eight returned completed surveys with information on 3,783 persons, of which 799 were involved in community-based employment. The remaining 18 programs provided agency-wide summary data, but not individual data. The survey centered around the following research topics: (1) number and characteristics of persons in community-based vocational activities and supported employment; (2) average hours worked, the average hourly wage, and the degree of supervision; (3) integration with persons who are not disabled; (4) growth in areas such as independence and productivity; (5) type of work, and differences in wages earned and hours worked; (6) emerging patterns in the area of transitional services; and (7) community-based vocational activities in non-metropolitan areas. Definitions of terminology and two references are included. (JDD)

ED 326 041 FL 018 580

Berney, Tomi D.; Adelman, Deborah
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Technological Enrichment and Achievement for Cambodians and Hispanics: Project TEACH 1988-89. OREA Evaluation Section Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 27p.; For 1987-88 report, see ED 311 735.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cambodian; *Cambodians; Career Education; Elementary Secondary Education; *English (Second Language); Federal Programs; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Evaluation; Second Language Learning; *Spanish Speaking; Staff Development; Uncommonly Taught Languages; Vocational Education
IDENTIFIERS- *Project TEACH NY

Project Technological Enrichment and Achievement for Cambodians and Hispanics (TEACH) served limited-English-proficient (LEP) students from several Caribbean and Central American countries and Cambodia at Theodore Roosevelt High School (Bronx, New York). The goals of the program were to help LEP students adjust academically and culturally to life in the United States, and to prepare students for the job market. Instruction was provided in English-as-a-Second-Language (ESL), native language arts, and vocational and career subjects. Bilingual teachers taught content area and vocational/career subjects to Spanish-speaking students, and English-speaking teachers, assisted by two Khmer-speaking paraprofessionals, taught the Cambodian students. Project TEACH achieved its ESL, staff development, and attendance objectives, and met two of its three vocational/career objectives. (VWL)

ED 326 058 FL 018 976

Rosebery, Ann S.; And Others
BBN Labs, Inc., Cambridge, MA.
Appropriating Scientific Discourse: Findings from Language Minority Classrooms.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 39p.; For related documents, see FL 018 977-978.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Language Role; Literacy Education; Program Effectiveness; *Science Education; *Scientific Attitudes; Second Language Learning; *Social Isolation; Student Projects; Teacher Education
IDENTIFIERS- *Cheche Konnen

The Cheche Konnen (Haitian Creole for "search for knowledge") project was designed to address the following concerns in the education of language minority children: limited access to science and mathematics education, separation of science and mathematics from literacy development, isolation in and outside of school, and inadequate teacher preparation in science and mathematics. In Cheche Konnen, students plan and carry out investigations of phenomena in the natural world. The students pose questions, plan and implement research to explore them, build and revise theories, collect, analyze, and interpret data, and draw conclusions and make decisions based on their research. An evaluation of the program's first year focuses on the extent to which students began to acquire scientific ways of talking and reasoning. Data are both quantitative and qualitative, drawn from problem-solving protocols administered individually in interviews at the beginning and end of the 1988-89 school year. Students were in a combined 7th-8th grade self-contained bilingual classroom (n=20) and in a basic skills program within a large high school bilingual program (n=22). Interview excerpts and interpretation are presented. It is concluded that the approach has been successful in teaching scientific thought and discourse through authentic scientific activity. (MSE)

ED 325 642 CE 056 166

Munn, Pamela; MacDonald, Carolyn
Scottish Council for Research in Education.
Adult Participation in Education and Training. Practitioner Minipaper 4. SCRE Publication 100.
PUB DATE- 88
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adults; Attitude Measures; *Continuing Education; *Educational Attitudes; Educational Research; Foreign Countries; Individual Characteristics; *Participant Characteristics; *Participation; Postsecondary Education
IDENTIFIERS- *Scotland

Interviews with 1,826 adults in Scotland sought to determine their attitudes toward returning to education and training, purposes of and factors affecting participation, and future demand for education. Findings included the following: (1) 42% had returned to education and training, almost half to courses lasting 6 or more months; (2) almost three-quarters of managerial/professional persons had participated, but 77% of semi/unskilled workers had not; (3) reasons for nonparticipation included lack of interest/time, family responsibilities, and lack of job relevance; (4) job relatedness, improved qualifications, and personal satisfaction were reasons for participation; and (5) lack of interest in participation may stem from negative school experiences. Conclusions and recommendations included the following: (1) more efforts to encourage participation of semi/unskilled workers and adults under 35 are needed; (2) the utility and benefits of education and training and their distinction from prior school experiences should be stressed; (3) additional services such as day care should be provided; (4) distance learning opportunities and the diversity of adult education courses should be advertised; and (5) a wide variety of part-time and evening courses should be offered. (The survey questionnaire, weighted and unweighted sample profile, and 24 references are included.) (YLB)

ED 325 816 CS 010 303

Albert, Elaine

Commissurotomy of the Corpus Callosum and the Remedial Reader.

PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain Hemisphere Functions; Elementary Education; Learning Problems; *Reading Difficulties; *Remedial Reading; Whole Language Approach; Word Recognition
IDENTIFIERS- *Brain Development; *Brain Research

Testimony presented at a congressional hearing on illiteracy (March 1986) indicated that good readers use their myelinated corpus callosum fibers (which connect the left and right hemispheres of the brain) at millisecond speeds to coordinate the two brain hemispheres. Students taught using the whole-word recognition method (also called the look-say method and the whole language approach) from the start up to age 9 demonstrate effects resembling those caused by the surgical commissurotomy of the corpus callosum. Some researchers feel that there are several external effects that can be used with remedial readers to make up for the corpus callosum which has gone out of the business of decoding print, including: (1) oral reading; (2) using a fescue-pointer; (3) round robin oral reading; (4) sharing a book using a fescue to guide the reader's attention; and (5) confirming correct readings with immediate praise. These researchers also feel that the whole language approach, which puts primary stress on gathering meaning has, in the end, destroyed it. (RS)

Zeman, James V.
A Farewell to Informative and Persuasive Speeches: A Rationale and a Proposal.
PUB DATE- 4 Nov 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Critical Thinking; Discourse Modes; Higher Education; *Persuasive Discourse; Public Speaking; *Rhetorical Invention; Rhetorical Theory; Speech; *Speech Instruction; Textbook Content
IDENTIFIERS- Classical Rhetoric; *Discourse Aims; Rhetorical Strategies

The current use of "informative and persuasive" speeches as public address types cannot be justified on functional grounds. The types of speeches chosen through which to gain adherence of minds are secondary to what it is that an individual wishes to gain adherence to. Specifically, the chosen thesis will determine the type of speeches to be employed in any given circumstance. Speech courses, then, should deal foremost with propositional approaches, thereby eliminating some degree of artificiality from the speaking situation and offering an inventional methodology that is more scientific. Using a problem solving approach, speakers can determine all the questions which they could ask in order to collect data to arrive at a thesis. From the data they may then, on a topics basis, select that which they must give to an audience to gain further adherence to a thesis. This "stases" approach of asking subquestions in describing areas of potential issues is orderly, logical, and efficient. (Thirty-four references are attached.) (KEH)

ED 326 011 EC 232 615

Hayes, Donald G.; Dockery, Linda B., Ed.
North Carolina Association for the Gifted and Talented, Winston-Salem.
Quest for Gold: Language Arts/Social Studies Curriculum Resource Units for Gifted and Talented Youngsters: Grades Eight-Twelve.
SPONS. AGENCY- Alliance for Gifted and Talented of North Carolina, Inc.
PUB DATE- 89
NOTE- 129p.; For a related document, see EC 232 614.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Academically Gifted; Aggression; Creative Thinking; Critical Thinking; Immigrants; Industrialization; *Language Arts; *Learning Activities; Literature Appreciation; Musical Composition; Political Power; Secondary Education; Self Actualization; Self Concept; *Social Studies; Talent; Teaching Methods; United States History; Units of Study; Violence; Writing (Composition); Youth
IDENTIFIERS- Jefferson (Thomas)

This compendium of 10 curriculum resource units offers interdisciplinary activities to develop critical and creative thinking skills in gifted students. "Life Is Becoming: Can You Find the Way?" by Vicki Miller, uses American literature to help youth make the transition to adulthood. "Coming to America," by Deborah Cornwell, deals with American immigrants of the late 19th and early 20th centuries. "2001, an Earth Odyssey: Industrialization and Culture Conflict with the Third World," by W. L. Snow, Jr., uncovers the moving forces within economic upheavals. "Learning from the Composers," by Susan Poteat, helps students to understand their talents. "People Who Changed History," by Mickey Parks, evaluates goals and accomplishments of famous people. "Pieces or Peace? A Study of Destructive Aggression and Its Alternatives," by Meredith Ebert, focuses on the causes and effects of violence. "Risky Monopoly: The Struggle for Power--A Study of 'Macbeth' and 'Animal Farm,' by Eric Burgess, explores the concept of power. "'The Scarlet Letter': An Investigation into the Changing Concepts of God and Man," by Harriet Gilbert, develops literature analysis skills. "Thomas Jefferson: A Great American's Life and Ideas," by Charles Bolick, analyzes Jefferson's contributions. "Writing as Therapy," by Kay Overcash, includes activities to improve self-knowledge and self-concept, deal with frustrations, and help social acceptance. (JDD)

ED 325 659 CE 056 223

Lankard, Bettina A.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Employability--The Fifth Basic Skill. ERIC Digest No. 104.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Classroom Techniques; *Employment Potential; Interpersonal Communication; Interpersonal Competence; *Job Skills; Secondary Education; *Skill Development; *Vocational Education; Work Attitudes
IDENTIFIERS- ERIC Digests

Communication, mathematics, science, and vocational skills are critical to an individual's career progression, but they do not guarantee job success. Many employers believe that employability skills are of primary importance. Because of the changing nature of today's employment picture, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills. Categories of employability skills include individual competence, personal reliability skills, economic adaptability skills, and group and organizational effectiveness skills. Another grouping includes presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others. The best results in developing these skills seem to be achieved when employability skill training is integrated with academic and vocational skill training--forming a set of five basic skills. Strategies for incorporating employability skill development concepts in the classroom include demanding good deportment, expressing work values through classroom instruction, encouraging self-esteem, promoting and displaying a positive attitude, and using instructional materials that illustrate the importance of employability skill development. (10 references) (YLB)

ED 325 673 CE 056 254

Bitters, Barbara A.; Foxwell, Susan
Wisconsin State Dept. of Public Instruction, Madison.
Wisconsin Model for Sex Equity in Career and Vocational Education. Bulletin No. 0480.
PUB DATE- 90
NOTE- 334p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Career Education; Educational Planning; *Equal Education; Females; *Models; *Nontraditional Occupations; Nontraditional Students; Program Development; Program Implementation; Secondary Education; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Vocational Directors; *Vocational Education
IDENTIFIERS- Wisconsin

This publication presents district administrators and staff with a model for developing and implementing a career/vocational equity program. Chapter 1 presents an overview of the model and suggests a program framework. Chapters 2 through 5 address the first four of five phases of the model. Chapter 2 provides background and information needed to build commitment for and give direction to the local vocational equity program. Chapter 3 explains the process for conducting an equity needs assessment in the local district. Chapter 4 addresses planning. Chapter 5 outlines the student competencies on which the model focuses as well as the school actions needed to fulfill the competencies. It offers seven major strategies to help the local planning team develop an effective vocational equity plan. Chapters 6 through 12 detail the seven strategies and their corresponding activities. Tips, cautions, and examples for each are given. The strategies are promotional, staff development, affirmative guidance, curricular, classroom/school environment, administrative, and parent/community involvement. Chapter 13 focuses on evaluation, the final phase of the model. Appendixes, amounting to over 100 pages, include support materials, sample forms, surveys, data collection charts, data tabulation worksheets, analysis guide sheets, and 31 references. (YLB)

ED 325 705   CE 056 291

Missouri Univ., Columbia. Instructional Materials Lab.
Secretarial Technology/Office Technology. Criterion-Referenced Test (CRT) Item Bank.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 694p.; For related documents, see ED 287 071-073 and ED 300 612.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) m
DESCRIPTORS- Behavioral Objectives; Career Education; Career Exploration; Careers; Competency Based Education; *Criterion Referenced Tests; Decision Making Skills; Individual Development; *Information Processing; Interpersonal Competence; *Item Banks; Job Search Methods; Office Machines; *Office Occupations Education; Problem Solving; Secondary Education; *Secretaries; Test Items; *Word Processing; Writing Skills
IDENTIFIERS- Missouri

This test item bank is keyed to the recently revised Secretarial Technology/Office Technology Competency Profile and based on information and procedures contained in the three-volume Secretarial Technology/Office Technology Curriculum Guide. Individual test items may be adapted for use with other sources. At least four test items per task (competency) within each duty area are included to allow the instructor options when constructing unit tests appropriate to the needs of students. The 14 duty areas, each with 2 to 21 tasks, are as follows: exploring career opportunities; formatting business materials; using written communication skills; transcribing a business letter; performing internal services; using oral communication skills; using office procedures and organizational skills; using numerical-clerical records; processing information; seeking a job; performing client-related services; increasing personal development; making decisions and solving problems; and performing product-to-client transactions. (YLB)

ED 325 768 CG 022 921

Hutchens, Teresa A.

Automatized Processing in Learning Disabled Adults: RAN, RAS, and Reading.

PUB DATE- 6 Jul 89

NOTE- 12p.; Paper presented at the European Conference of the International Neuropsychological Society (12th, Antwerp, Belgium, July 6, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; College Students; Higher Education; *Learning Disabilities; *Reading Processes

IDENTIFIERS- *Automatic Language Processing

Measures of automaticity have shown different developmental trends in the speed and accuracy of processing in learning disabled (LD) and normally achieving children. This study extends this research to young adults, comparing the learning disabled with normal achievers. Its primary focus was to document the presence of basic processing deficits in adults similar to those characteristic of learning disabled children. Tasks sensitive to automaticity in work retrieval included rapid serial naming, Rapid Automatized Naming (RAN), and Rapid Alternating Stimuli (RAS), used to assess the speed of categorical and cross-categorical naming. Scores on these tasks were analyzed with respect to a measure of verbal retroactive inhibition--trigrams--purported to tap mechanisms of attention and processing. Results were further analyzed with respect to measures of reading achievement. Forty learning disabled and 40 normally achieving college students were matched by gender, age, and scores on the Peabody Picture Vocabulary Test-Revised. Results indicated that learning disabled adults were slower and more variable in automatized naming across all tasks. Additionally, the learning disabled were significantly poorer on trigrams performance than their normally achieving peers. When compared to achievement, the variance observed in automatized processes did not account for significant differences in reading levels; however, when the variance of trigrams was removed, significant differences in reading achievement were eliminated. The results of the investigation support the position that the learning disabled demonstrate deficits in basic processing skills involved in automatized processing. (Author/ABL)

ED 325 913 EA 022 377

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Field Hearing on the School Improvement Amendments of 1988 and the Administration's Budget Proposals. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (Los Angeles, California, March 31, 1989).

PUB DATE- 89
NOTE- 149p.; Serial No. 101-42. Some small print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Budgets; *Educational Improvement; *Educational Legislation; *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *Federal Aid; Federal Legislation; Hearings
IDENTIFIERS- *Bush Administration; Congress 101st

Statements, prepared statements, letters, and supplemental materials from a regional congressional hearing to review the implementation of and funding for 14 education programs authorized by the School Improvement Act of 1988 are included in this report. Some of the programs include compensatory education, Head Start, science improvement, teacher training, bilingual education, and parental involvement. Calls are made for increased funding of all federal programs that aid the educationally disadvantaged. (LMI)

ED 325 944 EA 022 432

New York State Education Dept., Albany.

Analysis of School Finances in New York State School Districts, 1988-89.

PUB DATE- Aug 90
NOTE- 52p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; School Districts; *State Aid; *Tax Allocation
IDENTIFIERS- *New York

As this report's introduction shows, the New York State commitment to elementary and secondary education has increased state assistance by $3.2 billion (65 percent), from $4.88 billion in 1983-84 to $8.09 billion in 1988-89. School districts also increased local tax revenues almost $2.5 billion, so that total local expenditures increased about $5.9 billion during this period. Between 1983-84 and 1988-89, the state's economic climate was improving, resulting in generous increases in state aid. In 1988-89, the state participation rate was 44.2 percent. Section II outlines the relationship between school district wealth and expenditure per pupil. Section III explains some of the variation in expenditures and resources among the state's contiguous Standard Metropolitan Statistical Areas. Section IV contains longitudinal information concerning total pupils, key expenditure categories, school district tax revenues, full value, and personal income. Each of these information items is categorized by total state, New York City, and rest of state. Since 1984-85, total state tax revenues have increased; however, recent large increases in full value have resulted in tax rate declines between 1986-87 and 1988-89. Included are numerous tables and a glossary decoding pupil data definitions. (MLH)

ED 325 961 EA 022 454

Rothberg, Robert A.; Bozeman, William C.
Restructuring: A School-Based Plan of Action.
PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 11-13, 1990). Faint and broken print in the attached critique form may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Committees; *Cooperative Planning; Decentralization; Elementary Secondary Education; Institutional Mission; Organizational Climate; *Organizational Development; Organizational Objectives; *Participative Decision Making; *School Based Management; School Restructuring; *Teamwork

The processes by which school leaders can institutionalize staff and organizational development, with a focus on initiating school restructuring through team development, are described. Three features are necessary for implementing school restructuring through team development: a deliberate plan for staff involvement, a positive work environment, and collegiality. Nine factors of team development are briefly described and a plan of action is presented. A conclusion is that collaboration between faculty and staff to implement a governance system and organizational/staff development programs will most likely result in increased individual ownership and focus on long-term goals. A school effectiveness critique is included. (4 references) (LMI)

ED 325 980 EA 022 482

Giles, Douglas E.; Giles, Sharon

Passages New Superintendents Experience in Taking Charge.

PUB DATE- Jan 89

NOTE- 7p.; Paper presented at the Workshop for New Superintendents at the Annual Superintendents' Conference of the Association of California School Administrators (Monterey, CA, January 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Principles; *Board Administrator Relationship; Elementary Secondary Education; Guidelines; *Interpersonal Competence; *School Administration; *Superintendents

When some new superintendents assume a new position, they get along with their boards and staff, learn the ropes, and eventually gain credibility and "own" their precarious perch on the wall. Others, like Humpty Dumpty, crash off the wall, never to regain control of the position. Certain factors account for success: experience; clear understanding of board expectations; board support; good interpersonal relationship skills; and completion of five passages in the taking-charge process. The five passages in this 2- or 3-year process are: taking hold, immersion, reshaping, consolidation, and refinement. The first passage, lasting 3 to 6 months, is a period of intense action and learning that sets the tone for the taking charge process. Successful superintendents orient themselves, evaluate the situation, and develop cognitive maps. During the immersion passage, superintendents run the organization in a more informed fashion and steep themselves in a less hectic learning process. During reshaping, superintendents reconfigure central office departments or school programs to implement the vision developed in the immersion passage. During the consolidation phase, focus is on implementing and evaluating changes made during reshaping and on resolving unanticipated problems. By the refinement stage, a period of little organizational change, superintendents are no longer considered new and should have established credibility and a power base. Humpty and the board must tread carefully and be vigilant to maintain the balance to assure long-term tenure. (MLH)

ED 326 026   EC 232 640

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Talking Books and Reading Disabilities. Facts.

PUB DATE- Mar 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Adults; Audiodisks; *Audiotape Recordings; *Blindness; Books; *Braille; Children; Eligibility; Federal Programs; *Library Services; Periodicals; *Physical Disabilities; Reading Difficulties; *Reading Materials
IDENTIFIERS- *National Library Service for the Blind

The National Library Service (NLS) for the Blind and Physically Handicapped, Library of Congress, administers a free national library program for persons with visual or physical handicaps who cannot use normal print materials. The following features of this service are discussed: (1) types of materials chosen (full-length books and magazines for adults and children at all grade levels except those with short attention spans or those who need high-interest, low- vocabulary materials); (2) media and equipment (braille and recorded discs and cassettes which require special cassette and record players); (3) distribution mechanism (to cooperating regional and subregional libraries that circulate the materials to eligible borrowers); (4) legislative authority and eligibility (expansion of the program by Public Law 89-522 to include individuals with physical impairments that prevent the reading of regular print in a normal manner); (5) the physical disabilities covered (which exclude non-physically based reading disabilities), and requirements for medical certification of reading disabilities; (6) application procedure (including an address for forms and information); (7) Recording for the Blind Program (including the distinctions between this private organization and the NLS and an address and phone number for further information); and (8) an address and phone number for acquiring further information about the NLS. (BRM)

ED 326 042 FL 018 785

Widdowson, H. G.
The Creative Use of Sentences.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Context Clues; *Creative Writing; Discourse Analysis; Foreign Countries; *Sentence Structure; *Syntax; *Writing (Composition)

Among the features characterizing human language is creativity, the ability to produce an infinite number of sentences with a finite number of rules. What is expected of creativity is non-conformity, violation of rules, and challenges to accepted convention. Words may be used to activate possible contexts. Most textbook sentence examples do not excite the imagination, but when their potential is exploited, they can take on the character of literature, adding lexis a little at a time and shaping context. Classroom procedures to exploit the potential of the sentence might include combining randomly selected sentences to stimulate manipulation of structures, arranging sentences with little apparent contextual possibility into a narrative, or asking students to supply expressions to make connections between semantically diverse sentences. In this way, students can be guided into fashioning fiction from what at first appears to be a list of random and unrelated sentences. Poetry can also be produced by this means. (MSE)

ED 325 627 CE 056 122

Giere, Ursula; And Others
International Bureau of Education, Geneva (Switzerland).
Literacy in Developing Countries: An Analytical Bibliography.
PUB DATE- 90
NOTE- 181p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; Bibliographies; *Developing Nations; Dropouts; Economic Development; Educational Research; Foreign Countries; Instructional Materials; *Literacy; *Literacy Education; Program Development; *Program Implementation; Teaching Methods

This bibliographic review is a guide to publications on literacy in developing countries, which are available in English, French, Spanish, and German. Section I focuses on literacy and its relationship to orality. Section II addresses the interdependence of literacy and development. Definitions and conceptual approaches to literacy are discussed in Section III. Section IV groups theory and practice featuring learners, potential learners, and dropouts around the quantitative dimension and the qualitative dimension (selection, motives, learner characteristics, and dropouts). Section V discusses literacy learning, schooling, and alternatives. The focus of Section VI is on organization for literacy provision. Section VII analyzes and groups experience and insights gained through local, national, and global action, reflection, and transformation under the following sections: language issues, content of literacy programs, literacy methods, materials and media in literacy, training of literacy personnel, and evaluation. Challenges and issues are discussed in Section VIII. Each section, and each individual topic in Section VII, concludes with a list of references. A total of 923 references are provided. An index of authors and editors is appended. (YLB)

ED 325 689　　　CE 056 270

Smith, Clifton L.
Missouri Univ., Columbia. Instructional Materials Lab.
Competency Profile Development for the Marketing Education Curriculum. Final Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 90
NOTE- 37p.; For related documents, see CE 056 269-273.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; *Competence; *Competency Based Education; *Evaluation Criteria; *Marketing; *Material Development; Outcomes of Education; Postsecondary Education; Secondary Education; Student Evaluation
IDENTIFIERS- *Missouri

A project was conducted to revalidate, revise, and adapt/modify the minimum core competencies for the Fundamentals of Marketing and Advanced Marketing courses in secondary marketing education in Missouri. To implement the project, these activities were conducted: (1) each marketing instructor completed a survey instrument for the assessment of each core competency in the current curriculum; (2) the data were tabulated and reviewed by the project advisory committee and revisions were made; (3) a review was conducted by selected business and industry personnel; (4) focus groups reviewed the revised core curriculum and suggested instructional resources; (5) revised core competencies were cross-referenced with selected textbooks and resource materials; and (6) a final review was conducted by the Missouri marketing education curriculum team. As a result of the project, revised core competencies for the Fundamentals of Marketing and Advanced Marketing courses in the marketing education curriculum were developed. The final product is a new competency listing for the two courses and a marketing education teacher's resource guide that details the cross-referencing of competencies to instructional materials. The project recommended that the core competencies be reviewed and revised at least every 5 years. (Appendices include the survey instrument, list of members of the curriculum team, and competency list and mean scores.) (KC)

ED 325 720 CE 056 377

Watkins, Larae
Applied Academic Skills in Vocational and Nonvocational Classrooms: A Classroom Observation and Focus Group Study.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tempe, AZ, November 8-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Basic Skills; Classroom Observation Techniques; *Pilot Projects; *Program Effectiveness; Program Implementation; Secondary Education; *Skill Development; State Programs; *Vocational Education
IDENTIFIERS- *Oklahoma

After 2 years of a 5-year pilot project to develop approaches to strengthen basic competencies of students enrolled in vocational programs in Oklahoma, two of the projects were reviewed. The study sought to: (1) document the incidence and level of basic skills instruction, along with the teaching methods and materials used, in the vocational and academic classrooms; and (2) assess the perceptions of vocational and nonvocational teachers of the two participating sites. Classroom observations were conducted in 29 classrooms by one observer, using the techniques in "The Dynamics of Secondary Vocational Classrooms" (Weber et al., 1988). Focus groups were conducted for teachers at each site. The results of classroom observation and focus group study indicated that basic academic competencies are being addressed in the vocational and nonvocational classrooms. Applied methodology is becoming a part of academic instruction, and basic skills integration is becoming a part of vocational instruction. Teachers support the project and have noted a number of positive outcomes, such as positive changes in student performance and self-esteem, changes in the ways teachers approach teaching, and increased awareness of and communication among teachers. Finally, there was hope that support would continue to be given to the project. (KC)

ED 325 736 CG 022 651

Green-Emrich, Anne; Galloway, Rita J.

Gender Differences in Perceptions of Attributions for Success and Failure in Financial Institutions.

PUB DATE- Apr 90

NOTE- 17p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; Banking; *Employee Attitudes; *Failure; *Locus of Control; *Sex Differences; *Success

This study directly examined gender differences in the perception of the dimensional properties of causal attributions using a non-academic setting. Participants were 77 employees (31 males, 46 females) of four local financial institutions in Oklahoma. Questionnaires presented a success or failure scenario within either an affiliation (compliment or criticism from boss) or achievement (complete or failure to complete task) context. Each scenario included a causal attribution for the outcome (success or failure) depicted in the situation. The success or failure scenarios were presented nine times with different causal attributions representing variations along the causal dimensions. Causal attributions were personality, mood, stable or unstable effort, others' personality, others' mood, others' stable or unstable effort, and ability. Subjects completed the Causal Dimension Scale after each scenario. A three-way analysis of variance with a repeated measures design was used to evaluate whether males and females differed in their perceptions of the dimensional properties of the causes of success and failure. The results indicated no differences between women and men in terms of their perceptions of causality as measured by the Causal Dimension Scale. It appears that men and women, given the same situation and the same attribution for the outcome of that situation, perceive the causal nature of that attribution in the same way. (NB)

ED 325 785 CG 022 942

One to One, Washington, DC.; United Way of America, Alexandria, Va.
Mentoring Kit.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Corporate Support; Crime; Delinquency; Dropouts; *Mentors; National Programs; Organizations (Groups); Poverty; Pregnancy; *Role Models; Runaways; Substance Abuse; *Volunteers; Youth Problems; *Youth Programs

This document contains the National One to One Mentoring Partnership kit, designed to help users better understand what mentoring is and how they can support it in its many variations. The National One to One Mentoring Partnership is described as a new coalition mobilized to provide mentoring opportunities to youth, with the goal of giving every young person who might benefit from a mentoring relationship the opportunity to be matched with a caring partner by the year 1995. The kit briefly describes the Mentoring Partnership; presents a case for mentoring and examples of 14 issue-related mentoring programs already in existence; provides guidelines for corporations and organizations interested in joining the National One to One Mentoring Partnership; and describes ways to get involved in mentoring, along with names, addresses, and brief descriptions of resource organizations. Also included are two mentoring case studies and a number of anecdotal and statistical references that illustrate the crisis in youth development in the areas of school dropouts, functional illiteracy, youth unemployment, poverty, teenage pregnancy, substance abuse, juvenile crime, child abuse, and runaways. (NB)

ED 325 833 CS 010 322

Fagan, William T.
Literacy Messages, the Messenger and the Receiver.
PUB DATE- Sep 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Canadian Education Association (Saint John, New Brunswick, Canada, September 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Adults; Children; Foreign Countries; *Functional Literacy; *Illiteracy; Middle Class Standards; *Test Validity
IDENTIFIERS- *Canada; Message Distortion

The message about general literacy standards in Canada (as reported in the Southam Literacy Survey) is that approximately five million Canadians are illiterate. The validity of this message must be challenged because a group of middle-class Canadians with middle-class values established the criteria for being "literate" and felt that all other Canadians must subscribe to their value system. A big question is also how literacy levels relate to the economy. While figures for the rate of illiteracy in Canadian prisons is often placed as high as 80%, it must be remembered that the prison setting is not an ideal setting for literacy development or academic upgrading, and that a more significant factor that must be considered by those who believe that literacy automatically leads to rehabilitation is the lack of definite goals by prisoners. The messengers are generally newspaper reporters, writers in popular magazines, business officials, and politicians. The first responsibility for receivers of messages is to put the problem of literacy in context. Literate persons also have the responsibility to produce clarity of print and to negotiate via print. Literacy is not in a crisis situation, and the educational system is not falling apart. However, some problem areas do need to be addressed, and these include accountability, qualifications of literacy experts, adult literacy versus children's literacy development, and models and definitions of literacy. (Eighteen references are attached.) (RS)

ED 325 849 CS 212 553

Australian Council for Educational Research, Hawthorn.
Pathways of Language Development.
PUB DATE- 90
NOTE- 251p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Organization; *Classroom Environment; Course Organization; Foreign Countries; *Language Acquisition; *Language Arts; Listening Skills; Reading Instruction; Speech Communication; Speech Instruction; Teacher Developed Materials; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Australia

Prepared by teachers for teachers, this practical classroom guide offers a process of monitoring language development and planning for development within a whole language framework, supported by a compendium of appropriate practice to be drawn on when needed. The guide (1) emphasizes the interdependence of reading, writing, talking, and listening; (2) highlights the close similarities between learning to talk and learning to write and read; (3) emphasizes the complex process of language development; (4) demonstrates that monitoring and assessment of each student's language development can be a natural part of classroom management; (5) suggests ways of observing and evaluating students' development, recording and analyzing data and planning appropriate learning; and (6) provides support for teachers in describing students' progress in language development for communicating with other teachers, students, and parents. The guide's framework offers a useful way of looking at whole language through five interdependent strands which serve to organize the range of indicators of language development, most of which represent more than one of the four major modes of reading, writing, talking, and listening. The guide is designed so that teachers can adapt it for use with their classes or individual students, in accordance with their own organizational and teaching styles. (SR)

ED 325 866 CS 507 016

Fenster, Mark
The Problem of Taste within the Problematic of Culture.
PUB DATE- May 89
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Response; *Cultural Context; Cultural Traits; Democratic Values; *Mass Media; Media Research; Middle Class Standards; *Popular Culture; Social Differences; Theories
IDENTIFIERS- Bourdieu (Pierre); Free Enterprise System; Gans (Herbert); Lewis George H); Popular Music; *Taste Preference

Theories of taste are efforts to understand the processes of signification by which cultural forms take on meaning, and how subjects are inserted into such processes. One of these theories is the notion of "taste cultures," set forth by Herbert Gans in the 1960s and continued by George Lewis into the 1980s. A taste culture is an aggregate of similar people making similar choices. A struggle is implied, which is resolved in the democratic free market, but class and education are the key determinants of membership in taste cultures. Another theory is the more structural approach of French sociologist Pierre Bourdieu. In his view, taste, which is assumed to be based upon free choice, is, in fact, a reflection of social class. While it appears that class-based distinctions of taste are breaking down, domination by upper classes has become more complex and insidious. What is needed is the kind of analysis which would enable conceptions of taste to transcend the boundaries of those previous models which relied exclusively on audience analysis and which theorized solely through metaphors of the market and of structures. (Eleven notes are included; a 32-item bibliography is attached.) (SG)

ED 325 882 CS 507 323

Horner, Winifred Bryan, Ed.
The Present State of Scholarship in Historical and Contemporary Rhetoric. Revised Edition.
PUB DATE- 90
NOTE- 260p.; For previous edition, see ED 263 599.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Classical Literature; Medieval Literature; Nineteenth Century Literature; Renaissance Literature; Researchers; *Rhetoric; *Rhetorical Criticism; *Scholarship; Twentieth Century Literature
IDENTIFIERS- Classical Rhetoric; *Contemporary Rhetoric; *Historical Rhetoric

Designed for the student of historical rhetoric who does not have a reading knowledge of Greek and Latin, this book (a revised edition of a volume first published in 1983) is divided into six chronological sections, each written by a specialist in the rhetoric of a different historical period. Each section: (1) provides an overview of the primary works, their authors, and the rhetorical issues of the period; (2) suggests needs for editions and translations, as well as directions for future scholarship; and (3) concludes with a bibliography. The book's contributors are Richard Leo Enos and Ann M. Blakeslee (the classical period); James J. Murphy and Martin Camargo (the Middle Ages); Don Paul Abbott (the Renaissance); Winifred Bryan Horner and Kerri Morris Barton (the eighteenth century); Donald C. Stewart (the nineteenth century); and James L. Kinneavy (contemporary rhetoric). (MG)

ED 325 928 EA 022 414

Pounder, Diana G.
Educational Megatrends and Increased Female Leadership in Schools.
PUB DATE- Oct 90
NOTE- 21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Administrator Selection; Decentralization; Educational Change; Elementary Secondary Education; Enrollment Trends; *Equal Opportunities (Jobs); Participative Decision Making; *School Administration; *School Demography; *Sex Stereotypes; *Women Administrators
IDENTIFIERS- Empowerment

A frequently cited explanation for women's underrepresentation in educational administration is the incongruence between traditional administrative role stereotypes and gender stereotypes. However, this paper posits that certain educational and demographic trends may influence school administrator roles to become less stereotypically masculine. Simultaneously, substantial numbers of administrative openings are anticipated, and significant numbers of women are securing administrative credentials. These forces may combine to increase women's representation in school administration. This paper aims to: (1) discuss the nature of sex role stereotyping in administrator selection; (2) describe educational reform and student demographic trends that may reshape school administrators' roles; (3) describe certain demographic trends involving school personnel that may increase women's educational leadership opportunities; and (4) discuss how these trends and patterns may combine to influence greater representation of women in school administration. The 1980s educational reform movement has spawned numerous changes (including site-based management, teacher empowerment, instructional leadership, and school effectiveness efforts) that may significantly alter the image of schools and school leadership. By the late 1990s, enrollment figures for school-aged children will approximate those of the early 1970s. This trend and the problems of a changing student population suggest a need for a different type of administrator--an "instructional physician," rather than an "executive manager" or "coach." The weakening of the dissonance between administrator role stereotypes and female stereotypes at a time of increasing educational leadership opportunities should see more women in administrative positions. (35 references) (Author/MLH)

Minnesota Governor's Planning Council on Developmental Disabilities,
St. Paul.
Minnesota Developmental Achievement Centers: 1987 Survey Results.
Policy Analysis Series, No. 28.
PUB DATE- May 89
NOTE- 25p.; For a related document, see EC 232 495.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; Delivery Systems; *Developmental Disabilities; Employment; Expenditures; Financial Support; Human Services; Individual Development; Multiple Disabilities; Program Costs; *Rehabilitation Programs; Social Integration; *State Programs; Therapy
IDENTIFIERS- Intermediate Care Facilities; *Minnesota; *Service Utilization

This paper presents data collected from rehabilitation centers serving individuals with developmental disabilities in Minnesota, called Developmental Achievement Centers (DACs). The data focus on finances, programs, and clients, and are compared with data from previous years. All 97 providers of adult services in Minnesota completed the survey, covering client age, level of functioning, additional disabilities, place of residence, vocational activities, integration, supervision, type of community-based vocational activities, and length of time at same job site. Data collected from 26 children's programs address the areas of age, primary disability, number of children receiving various services, and children transferred from programs. Financial results are presented in terms of revenues, expenditures, per diems, and licensed capacity. Results show that the number of children's programs continues to decline with the shift of services to the public school system, while the number of adults served has increased. A decline was found in the number of persons who resided in intermediate care facilities for the mentally retarded. Participation rate for vocational activities increased, as did hours worked and earnings. The percentage of persons in integrated settings declined from 1986 to 1987. (JDD)

ED 325 643 CE 056 168

Turner, Eileen; And Others
Scottish Council for Research in Education.
Technology in Home Economics.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *Curriculum Development; Developed Nations; Foreign Countries; *Home Economics; *Integrated Curriculum; Secondary Education; Teaching Methods; *Technology
IDENTIFIERS- *Scotland

This paper provides a survey of the field of technology in home economics. Part 1 previews the many available definitions of technology and attempts to synthesize what technology is. Five defining attributes of technology are identified, providing a structure for the subsequent discussion. Part 2 elaborates on the nature of home economics as currently taught in Scottish secondary schools. Part 3 explores how technology as it is here interpreted might, in general terms, be integrated into home economics courses without damaging the subject's integrity. Part 4 is essentially a compendium of examples of technology in home economics and collects information from journal articles and other published sources, from work proceeding in Scottish education authorities, and from a number of initiatives and projects underway in England and Wales. Part 5 considers briefly the implications for the individual home economics teachers, for the profession as a whole, and for education authorities and other bodies of placing home economics in the technological activities and applications mode. Appendixes provide detailed information on definitions of both technology and home economics, the aims and objectives of courses in the latter, some suggestions for teachers, and a five-page bibliography. (YLB)

ED 325 752 CG 022 905

Fitzgerald, Louise; And Others
Target Populations: For a Variety of People.
PUB DATE- 85
NOTE- 118p.; Chapters 9-14 of "Adult Career Development: Concepts, Issues and Practices," (See CG 022 902).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Counseling; Adult Development; Adults; Career Change; *Career Development; Client Characteristics (Human Services); *Counseling Techniques; *Counselor Role; *Decision Making; Females; Futures (of Society); Midlife Transitions; *Retirement; Trend Analysis

This document consists of the third section of a book of readings on issues related to adult career development. The six chapters in this third section focus on target populations. "Career Counseling Women: Principles, Procedures, and Problems" (Louise Fitzgerald) reviews major approaches to career development and demonstrates ways in which they do not accurately describe or predict the behavior of women. It outlines diagnostic principles for assessing women's vocationally related problems and suggests specific techniques for intervention. "Adult Men's Career Transitions and Gender-Role Themes" (James O'Neil and Diane Fishman) investigates the interaction of men's gender roles and career transitions. "Career Development and the Ethnic Minority" (Anita Hughes and Barbara Smith) examines minority issues in adult development and the role of these issues as barriers to minority career development. "Conjoint Career Counseling: Counseling Dual-Career Couples" (Lynne Binder Hazard and Diane Koslow) describes a conjoint career counseling approach for dual-career couples. "Counseling Adults in Midlife Career Transitions" (Philip Abrego and Lawrence Brammer) provides a framework for understanding and counseling adults in midlife career changes. "Preretirement Programming: Beyond Lectures" (Marilyn Merikangas and Bruce Fretz) presents the shifting meanings, theories, and data about what leads to a retirement decision and describes practical experiences gained from conducting psychologically oriented retirement preparation programs. (NB)

ED 325 801 CS 010 232

Nitti, Joanne M.

Utilizing Precision Teaching To Measure Growth of Reading Comprehension Skills in Low Achieving Students.

PUB DATE- Jan 90
NOTE- 56p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Case Studies; Elementary Education; *Individualized Instruction; Instructional Effectiveness; *Learning Strategies; *Low Achievement; Motivation Techniques; *Precision Teaching; *Reading Comprehension; Reading Instruction; Reading Research; *Reading Skills

A practicum addressed the problem of reading comprehension skills in low achieving students by monitoring their progress utilizing precision teaching. Based on referrals from classroom teachers, guidance counselors, and parents, five students ranging in ability levels from kindergarten through grade 8 were accepted into the program for one or more 8-week tutorial sessions. An individualized learning plan, based on precision teaching principles, was designed for each student's specific needs. Students were introduced to precision teaching, task sheets, and several learning strategies. Results revealed an improvement in reading comprehension for most of the students in the target group. It was concluded that individualized remediation plans, continuous monitoring of students' progress, and daily charting of the results of utilizing precision teaching facilitated students' learning. (Appendixes include student profiles, analysis of progress, sample assignments, task sheets, and logarithmetic charts.) (Author/MG)

ED 325 817 CS 010 304

Blair, Timothy R.; Jones, Deneese L.

Teacher Expectations: Modifying One's Teaching through the
Self-Monitoring Process.

PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discussion (Teaching Technique); Educational Research; Grade 3; Higher Education; *Preservice Teacher Education; Primary Education; *Reading Instruction; *Student Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *Self Monitoring

A pilot study examined teacher expectations and how expectations are manifested in student participation in class discussions. Subjects, 10 third-grade student teachers, were observed as they led a discussion of a story following silent reading and participated in a self-monitoring process. Using a seating chart, the university student teaching supervisor completed a participation guide on the lesson and later met with the student teacher to plan strategies for including all students in discussions in subsequent lessons. Results indicated that 81% of the students participated in discussions and that the student teachers seemed eager to devise ways to include all students in discussions. (One figure of data is included.) (RS)

ED 326 059 FL 018 977

Rosebery, Ann S.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Making Sense of Science in Language Minority Classrooms.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 33p.; For related documents, see FL 018 976-978.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Strategies; *English (Second Language); Inquiry; *Language Role; *Science Education; *Scientific Attitudes; Secondary Education; Second Language Learning; *Story Telling; Student Projects
IDENTIFIERS- *Cheche Konnen

In the Cheche Konnen project, secondary school language minority students plan and carry out investigations into phenomena in the natural world as scientists would ("cheche konnen" is Haitian Creole for "search for knowledge"). Students pose questions, plan and implement research to explore them, build and revise theories, collect, analyze, and interpret data, and draw conclusions and make decisions based on their research. A study examined how a group of language-minority students in a multilingual high school basic skills class began to acquire scientific ways of thinking, talking, and writing. The study was based on a student project on the bacterial content of the town's drinking water and the students' analysis of the temperature profile of a nearby pond. After a detailed description of the project it is concluded that the examples of student talk and writing gleaned from the project demonstrate the complexities in scientific sense-making and the necessary connection between sense-making and the community of practice in which it takes place. The dilemmas and issues students met grew directly from their own scientific activity, which encompassed many aspects of authentic scientific inquiry. Students became knowledge producers and active sense-makers, not simply assimilators of knowledge presented by others. (MSE)

ED 325 898 CS 507 339

Cronin, Michael

Workshop: Communication Techniques for Coping with Job Burnout.

PUB DATE- Oct 89

NOTE- 8p.; Paper presented at the International Professional Communication Conference (Garden City, NY, October 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Burnout; *Communication Skills; Conflict Resolution; Coping; Corporate Education; *Employee Attitudes; Feedback; Job Satisfaction; Motivation; *Organizational Climate; Problem Solving; Work Environment

IDENTIFIERS- Communication Strategies; *Job Stress

This paper examines a vareity of individual, group, and organizational communication skills for dealing with job burnout. Primary emphasis is placed on techniques for: (1) gaining perspective; (2) resolving substantive and affective conflict; (3) developing social support systems; and (4) increasing constructive feedback and employee control. Twenty-four references are attached. (KEH)

ED 325 628 CE 056 124

Office of Educational Research and Improvement (ED), Washington, DC.
Looking at America's Literacy Skills. Executive Summary.
PUB DATE- Jul 90
NOTE- 3p.; For the full report, "Workplace Competencies: The Need to Improve Literacy and Employment Readiness," see ED 317 873.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Employment Potential; Evaluation Methods; Evaluation Needs; *Illiteracy; *Job Skills; Literacy Education; *Young Adults

Despite national demands to improve the weak literacy skills of young adults, educators and policymakers lack the diverse types of data needed to make changes. The report, "Workplace Competencies: The Need to Improve Literacy and Employment Readiness," points out that past measures of literacy have lacked comparability, resulting in no accurate way to determine if Americans today are more or less literate than they were 20 years ago. Because of the complexity of society, literacy assessments should take into account that different life and workplace tasks require varying levels of competency. The 1986 National Assessment of Educational Progress found that most young adults can read, but a large percentage cannot solve problems presented to them in formats simulating real-life situations. Focus should be on the skills workers need today and not on uncertain projections of future job-market demands. The findings have these implications for policymakers: (1) the most pressing literacy problem is the large number of adults who can read but lack information processing skills; (2) tests are needed that assess real-life literacy skills; (3) schools must develop student proficiency in real-life tasks; and (4) better measures are needed to evaluate the nation's literacy progress. (YLB)

ED 325 660 CE 056 224

Kerka, Sandra
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Interactive Videodisc in Vocational Education. ERIC Digest No. 105.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Computer Assisted Instruction; Computer Simulation; *Educational Technology; Instructional Effectiveness; *Interactive Video; Learner Controlled Instruction; *Optical Disks; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- ERIC Digests

Interactive videodisc (IVD) offers a combination of media with practical applications in vocational education. IVD is superior to videotapes and other media in quality, applicability, and effectiveness. IVD can be used in different settings and for a variety of instructional applications. Although not appropriate for every learning situation, IVD has strengths, including student control of the interaction, instant feedback, and a two-way dialogue that engages the learner mentally and physically. Vocational educators have applied IVD in various ways: to teach employability skills; to provide remedial instruction for technical students with low math skills; to provide training in safety, security, and quality standards through simulation of workplace problems; and to provide tutorial and simulation of the use of a welding torch. Key factors in using IVD in vocational education are related to instructional design, teacher role, and costs. A basic question is whether IVD is the appropriate medium for the subject or situation. IVD, a highly learner-centered medium, definitely changes the role of the teacher, who acts more as a resource person or facilitator. Although cost seems to be a barrier, most equipment is modular and additions can be made over time. (11 references) (YLB)

ED 325 674 CE 056 255

Hindle, Judith K.
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.

Literacy Learning in Saskatchewan: A Review of Adult Literacy Programs (1989). SIDRU Research Report No. 15.

SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
PUB DATE- Jun 90
NOTE- 334p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Foreign Countries; *Literacy Education; *Program Effectiveness; Program Evaluation; *Publicity; Public Relations; *Tutoring; Tutors; Volunteers
IDENTIFIERS- *Saskatchewan

This report focuses on a December 1988 to December 1989 evaluation of the structures, processes, and outcomes of 15 primarily volunteer tutor-based literacy programs. It addresses the effectiveness of the Saskatchewan Literacy Campaign in increasing tutor and learner enrollments in the programs. Chapter 1 provides background and definitions. Chapter 2 describes the qualitative evaluation research approach, which included document review, site visits and in-depth program reviews, personal interviews, and questionnaires. Chapter 3 provides a historical, cultural, and demographic overview of Saskatchewan. Chapter 4 describes the nature, scope, contexts, and current status of literacy programs. Chapter 5 looks at experiences of learners and the processes whereby they are learning and at tutors' experiences, their own learning needs and outcomes, and their perceptions of the Literacy Campaign. In Chapter 6, the effectiveness of the media strategy of the Literacy Campaign is addressed. Chapter 7 summarizes benefits and barriers to literacy learning within the personal, community, program, and provincial contexts and makes recommendations about provincial policies for provision of adult literacy education, the Literacy Council and the Literacy Campaign, and existing literacy programs. An 18-page bibliography is followed by 25 appendixes containing project materials, including correspondence, instruments, and data. (YLB)

ED 325 706 CE 056 294

Missouri Univ., Columbia. Instructional Materials Lab.
Missouri Introduction to Communication Technology Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 90
NOTE- 522p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Communications; Competency Based Education; High Schools; Industrial Arts; *Industry; Learning Activities; Learning Modules; State Curriculum Guides; Teaching Guides; *Technology; *Telecommunications; *Trade and Industrial Education
IDENTIFIERS- Missouri

This guide provides materials for the first high school "Introduction to Industrial Technology Education" and "Exploration of Industrial Technology Education" Guides. It consists of three sections in addition to beginning remarks. Section I is the Instructor's Guide, which contains 12 major instructional units: overview; signs, symbols, and technical drawing; printing systems; photographic systems; telecommunication--hardwired systems; telecommunication--electromagnetic systems; storage and retrieval systems; telecommunication--audio/visual systems; careers; technological procedures; leadership; and future trends. Each unit consists of a unit title, set of competencies, content outline, teacher plans and activities, suggested student activities, and resources and references. Section II contains 17 Technology Activity Modules, a set of representative activities that may be used to address each major unit's goals. Each module contains instructor suggestions and student instructions. Section III, the resource section, contains a detailed list of resources, including curriculum guides, textbooks, and references; a sample set of useful periodicals, publisher, media sources, resource centers, and suppliers; and a directory for locating public domain software. Appendices include an illustration of the parts of a communication system, a comparison of printing processes, a discussion of photographic film, a diagram of a telephone circuit, interviewing tips with sample questions, a resume checklist, a paper titled "Telecommunications and Telecomputing" (Costello), and a concept outline of communication technology. (YLB)

DeRidder, Larry
The Impact of Parents and Parenting on Career Development.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Ability; *Career Awareness; *Career Development; *Career Exploration; *Child Development; Childhood Needs; Elementary Secondary Education; Family Environment; *Parent Child Relationship; *Parent Influence; School Readiness

Parents have a pervasive and continual influence on their children's career development, beginning with early childhood and continuing as the child progresses through fantasy, exploration, tentative and trial stages of career development, and as the child responds to the question "What do you want to be when you grow up?" The child's readiness for school--language skills, social competence, and curiosity--almost predetermines the child's success in school and career directions; those who are less ready for school are more likely to lag behind throughout school, with corresponding limits on their later career prospects. By adolescence, children's vocational maturity, as determined by their own estimate of academic verbal and quantitative ability and by their interests and values, is highly related to their choice of occupation and curriculum. Consequently, students during this period should have the opportunity to experience career exploration and decisionmaking, involving their parents, community resources, teachers, and counselors. During all this time, parents have a consistent and pervasive influence on children's career choices, decisions, and plans, through their modeling of standards, expectations, social skills, and self-acceptance. School counselors, therefore, need to collaborate with parents and assist them in improving their effectiveness with their children. Fourteen specific recommendations for parents are provided. (TE)

ED 325 786 CG 022 943

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Law and Policy Affecting Addicted Women and Their Children. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, Second Session.
PUB DATE- 17 May 90
NOTE- 332p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Child Welfare; *Drug Addiction; *Federal Legislation; Hearings; *Mothers; *Perinatal Influences; Pregnancy; Public Policy; State Legislation
IDENTIFIERS- Congress 101st

This document contains the text of a one of a series of Congressional hearings called to examine substance abuse among pregnant and parenting women and to explore prevention and treatment strategies. This hearing focuses on federal and state policies designed to address the urgency of perinatal substance abuse. Witnesses provide testimony on state legislative legal remedies and explain what the federal government can do to help. Opening statements are provided by George Miller, Chairman of the Select Committee on Children, Youth, and Families, and by Representative Bliley (prepared statement). Witnesses providing testimony include: (1) Susan Galbraith, director, Coalition on Alcohol and Drug Dependent Women and Their Children; (2) David Gates, staff attorney, National Health Law Program, Inc.; (3) Neal Halfon, director, Center for the Vulnerable Child, Children's Hospital in Oakland and assistant clinical professor of pediatrics and health policy, Department of Pediatrics and Institute for Health Policy Studies, University of California at San Francisco; (4) Jo Ann Kauffman, president, National Association for Native American Children of Alcoholics; (5) Kary Moss, staff attorney, Women's Rights Project, American Civil Liberties Union; (6) Albert Pruitt, chairman, Department of Pediatrics, Medical College of Georgia and chairman, Committee on Substance Abuse, American Academy of Pediatrics; (7) James Ryan, Dupage County State's Attorney, Wheaton, Illinois; (8) Brenda Smith, staff attorney, Director of Women in Prison Project, National Women's Law Center; (9) Pete Wilson, member, U.S. Senate, State of California; and (10) Robert Woodson, Sr., president, National Center for Neighborhood Enterprise. Relevant supplemental materials, prepared statements, and letters are included throughout the text. (NB)

ED 325 883 CS 507 324

Oseguera, A. Anthony
A Critical View of Television through the Eyes of Classical Drama.
PUB DATE- Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classical Literature; Criticism; *Drama; Evaluation Methods; *Greek Literature; Higher Education; Learning Processes; Programing (Broadcast); Teaching Methods; *Television; *Television Viewing
IDENTIFIERS- *Television Criticism

Unlike the criticism of the literary arts and the spoken word, rhetoric, television criticism is in its infancy. The styles suggested for television criticism have primarily been drawn from modern drama, literature and semiotics. Today, television critics of the scholarly sort are looking at a variety of styles to see if they can tell their students more about the medium of television (cinematic criticism, content analysis, linguistics, phenomenalism, and phenomenology). However, in order to comprehend television, the critics need not concern themselves completely with modern approaches to television criticism; instead, it may prove just as beneficial to reexamine the classical Greek legacy, starting with Homer and concluding with the rise of Rome. The Hellenic heritage has been incorporated into every aspect of Western thought. In America, speech communication and English seem to have benefited the most from this connection. Television, because of its technological armor, appears to have been impregnable by any form of criticism outside this era. Classical dramatic criticism can be recommended as a viable style to criticize television because of its influence from the dawn of Western Civilization to the present. The philosophers Plato and Aristotle can be placed in juxtaposition as thesis and antithesis, followed by the tragedians Aeschylus, Sophocles, and Euripides and concluding with the comedian Aristophanes. Afterwards, the classical Greek model can be applied to television programming, particularly that of the theatrical genre. In this manner, television can benefit from classical dramatic criticism. (Fourteen references are attached.) (Author/MG)

ED 325 914 EA 022 378

Deal, Terrence E.; Peterson, Kent D.
Office of Educational Research and Improvement (ED), Washington, DC.
Programs for the Improvement of Practice.

The Principal's Role in Shaping School Culture.

PUB DATE- Sep 90
NOTE- 122p.; For a related document, see ED 322 618.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Case Studies; *Educational Change; Elementary Secondary Education; *Leadership Qualities; *Organizational Theories; *Principals; Symbolism
IDENTIFIERS- *School Culture

Designed to explain how principals can shape school culture, this book first discusses current pressures for school reform and the different perspectives on school operations reflected in these reforms. Competing reform strategies are described, specifically, the human resources approach and the structural, political, free market, and school culture models. Aiming to link reform success to school culture and symbolic leadership concepts, the book describes organizational cultures or subcultures within the greater society and presents evidence connecting organizational culture to productivity in business and schools. Next, a description is given of how the principal shapes a school culture by fulfilling five roles: those of symbol, potter, poet, actor, and healer. Following this, the book presents five case studies of school leadership in school settings that varied according to principal incumbency, school characteristics, student abilities, and organizational history. Finally, commonalities in the leaders' tactics are summarized and discussed. Each of the principals described identified what was important, selected compatible teachers, dealt successfully with conflict, set a consistent example, told illustrative stories, and used ceremonies, tradition, rituals, and symbols to display the school's common values. The book concludes with some action guidelines, with the caveat that these will prove inadequate unless accompanied by an unquenchable desire and commitment to build cultures that support and create excellence. Included are 51 references and a classified, annotated bibliography of 25 books and articles. (MLH)

ED 325 945 EA 022 433

Iowa State Dept. of Education, Des Moines. Bureau of School Administration and Accreditation.

The Race Equity Review Process. Approved by State Board of Education, April 12, 1990.

PUB DATE- Apr 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Guidelines; Legal Responsibility; *Racial Integration; *School Desegregation; *School Policy; School Responsibility; *State Action
IDENTIFIERS- *Iowa

School desegregation, the legal vehicle to end racial discrimination in U.S. society, may be viewed as a three-generational issue. The first generation is confined to ending physical segregation of students by race, whereas the second generation targets racial and gender segregation within classrooms and other practices (i.e., suspensions, dropouts, special education, and gifed education). Third-generation concerns demand that schools attack unresolved first- and second-generation issues by eliminating physical separation of students in unequal schools and unequal programs. The need for new directives and a process for governing Iowa school desegregation is imperative. School integration will help students develop a respect and appreciation for diversity as a strength, rather than to fear it or see it as problematic. The race equity review process described in this booklet replaces the "Policies and Guidelines on Nondiscrimination in Iowa Schools" that were part of a state-approved review process in 1972. After defining terms, the booklet covers school accreditation standards related to race equity and relevant Iowa Code requirements, statutes, and court decisions. Subsequent sections treat selection into the race equity review process, components of the process, onsite reviews, timelines, schedules, progress report components, district responsibility for findings, action plan components, and failure to comply provisions. (MLH)

ED 325 962 EA 022 461

Inter-Agency Commission, New York, NY.
World Declaration on Education for All and Framework for Action To Meet Basic Learning Needs.
SPONS. AGENCY- United Nations Children's Fund, New York, N.Y.; United Nations Development Programme, New York, NY.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; World Bank, Washington, D. C.
PUB DATE- Apr 90
NOTE- 39p.; Documents adopted by the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For conference proceedings, see ED 323 656.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- *Access to Education; Agency Cooperation; Cooperative Planning; *Educational Objectives; Educational Opportunities; Educational Quality; Educational Trends; Equal Education; Excellence in Education; International Communication; *International Cooperation; Needs Assessment; Policy Formation; Regional Cooperation; Resource Allocation; Shared Resources and Services

Texts of two documents adopted by the World Conference on Education for All, held in Jomtien, Thailand, are contained in this handbook. The "World Declaration on Education for All" and the "Framework for Action To Meet Basic Learning Needs" represent a worldwide consensus on an expanded vision of basic education and a commitment to equal, effective education. The declaration contains 10 articles to promote cooperation and ensure education for all. The framework for action offers guidelines for implementing declaration goals. Conference goals, principles of action, and strategies for priority action at the national, regional, and global levels are described. (LMI)

ED 325 981 EA 022 484

Giles, Sharon; Giles Douglas E.
Superintendent Turnover: Crisis Facing California School Districts.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board Administrator Relationship; Elementary Secondary Education; *Labor Supply; *Labor Turnover; *Occupational Mobility; Public Schools; *School Districts; *Superintendents
IDENTIFIERS- *California

Superintendent turnover in California's more than 1,000 school districts is at crisis proportions, averaging 16.18 percent per year over the past 6 years. Those who once aspired to the superintendency are opting for the security of a teaching or midlevel administrative position. These facts were confirmed by analyzing a database comprising the names of all superintendents in all districts listed in the "Directory of California Public School Districts" during 1974-89. Data were also gathered from a survey of all women superintendents and all 1988-89 first-year superintendents, for a 71 percent response rate. Data were analyzed by school district organization, enrollment size, and other categories. In a 6-year period, an average of 97.09 percent of superintendents left and/or exchanged their positions at least once. Unified districts experienced the greatest turnover, averaging 16.79 percent for the period. Secondary grades 7-12 districts were served by superintendents winning the longevity award for averaging 11.67 percent annual turnover. Fewer than 21 percent of vacating superintendents appear in the directory as superintendents over the next 2 years. Eighty-seven percent of the female superintendents enter the position without previous experience as superintendents; 75 percent of superintendent vacancies occur concurrently with disharmonious board/superintendent relations. Further conclusions and recommendations are outlined. (12 references) (MLH)

Hayes, Donald G.; Dockery, Linda B., Ed.
North Carolina Association for the Gifted and Talented, Winston-Salem.
Quest for Gold: Math/Science Curriculum Resource Units for Gifted and Talented Youngsters: Grades Eight-Twelve.
SPONS. AGENCY- Alliance for Gifted and Talented of North Carolina, Inc.
PUB DATE- 89
NOTE- 158p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Academically Gifted; Adjustment (to Environment); Environment; Geometric Constructions; *Learning Activities; Logic; Mathematical Concepts; *Mathematics Instruction; Metric System; Probability; *Science Instruction; Secondary Education; Teaching Methods; Units of Study; Wildlife
IDENTIFIERS- Appalachia

Twelve resource units are presented for the teaching of science and mathematics to gifted students in secondary school. The units present an introduction, tips for teachers, objectives, activities, and materials lists. The units include: "Functions, Relations, and Graphs" (Priscilla Watts); "More Wham to the Gram (A Study of the Metric System)" (Mary Lindsay); "Exploring Polygons" (Marty Hearn); "How Far? How Fat? How Full? A Teaching Unit on Measurement" (Danny Seaver); "It All Depends on How You Slice It: A Study of Conic Sections" (Sherry Austin); "Our Vanishing Appalachian Environment" (Katherine McGrady); "Adapting to Life" (Malinda Jones); "The Possibility of Probability and Statistics" (Ione Collins); "Verbal Problems" (Beatrice Pickens); "Shapes in Your Life" (Nellie Pruitt); "Logical Reasoning" (Brenda Hughes); and "Going, Going, Gone?" (Sandra Ruppe). (JDD)

ED 326 027 EC 232 641

Anderegg, M. L.; Vergason, Glenn A.

Four Data Based Objections to the Regular Education Initiative.

PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Accountability; Delivery Systems; *Disabilities; *Educational Change; Elementary Secondary Education; *Mainstreaming; Normalization (Handicapped); *Regular and Special Education Relationship; Research Needs; *Research Problems; Research Utilization; Student Placement; Teaching Methods; *Theory Practice Relationship

One of the changes advocated by the Regular Education Initiative (REI) is the placement of all students with disabilities in regular education classes. This paper analyzes this REI proposal and discusses four objections, with citations to relevant literature: (1) restriction of the continuum of services, which may result in students being put through the motions of mainstreaming for purposes of social integration without either the existence of, or planning for, measurable learning; (2) immunity from accountability at the risk of ignoring less intrusive interventions, the implementation of flawed research, and a poor return on funding; (3) deficits in the research base used to justify REI proposals which risks the dangers of impulsive implementations based on outdated research; and (4) the dangers of ignoring current data, unprofessionally using data by excluding conflicting data and drawing conclusions that are not supported by the data, making unprofessional decisions, and attempting reform that does not integrate accumulated knowledge. The document contains 82 references. (BRM)

Therien, Michel
L'enseignement du francais a des clienteles allophones: aspects discursifs de la langue ecrite (Teaching French to Language Minority Clienteles: Discourse Aspects of Written Language).
PUB DATE- 17 Apr 90
NOTE- 16p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Differences; *Cultural Pluralism; Discourse Analysis; Foreign Countries; *French; *Language Teachers; Multicultural Education; Persuasive Discourse; Secondary Education; *Second Language Instruction; Videotape Recordings; *Writing Instruction
IDENTIFIERS- *Quebec (Montreal)

This study investigated the discourse elements that teachers focus on in teaching French to multiethnic groups, and examined the extent to which teachers take into account the different cultural backgrounds of these students. Data are derived primarily from the observation of videotaped classroom activities. The subjects in the study were students in four secondary school classes in Montreal, with each class representing a different grade level (second, third, fourth, and fifth years of the secondary cycle--roughly equivalent to U.S. eighth, ninth, tenth, and eleventh grades). In the second year class, it was observed that the teacher emphasized introduction of the circumstances of the story, the story's phases, and the conclusion, with little attention accorded to students' cultural differences. In the third year, the following differences in the instruction emerged: more reading and less listening practice, and more attention to the story's narrative dimension. In the fourth year, emphasis was placed on persuasive discourse concerning violence at school, the closest reference yet to cultural divisions among students. In the fifth year class, the task was a critical analysis of a film, still focusing on argumentation. Writing errors that the teacher noted were also analyzed. The unfinished study will continue with analysis of materials used by the teachers. (MSE)

Smith, Clifton L.
Missouri Univ., Columbia. Instructional Materials Lab.
Advanced Marketing. Marketing Education Teacher's Resource Guide. Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 90
NOTE- 16p.; For related documents, see ED 322 288 and CE 056 269-273.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; Core Curriculum; *Educational Resources; *Evaluation Criteria; *Marketing; Outcomes of Education; Planning; Salesmanship; Secondary Education; Student Evaluation
IDENTIFIERS- Missouri

This guide, developed by a project to revise the minimum core competencies for the advanced marketing course in secondary marketing education in Missouri, contains four sections. The first section explains competency-based marketing education, including its mission, nature, curriculum, and the fundamentals of competency-based instruction. The second section lists the expected student learning outcomes in advanced marketing based on the core curriculum for marketing education. Competencies are listed in the areas of communications, economic concepts, employment and advancement, human relations, operations, planning, advertising and sales promotion, and selling and marketing concepts. The third section is a suggested curriculum model for advanced marketing; the final section cross-references advanced marketing student competencies to selected resources and tasks. A four-item suggested resource list is included. (KC)

ED 325 721 CG 021 017

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

AIDS Federal Policy Act of 1987. Hearings on S. 1575: To Amend the Public Health Service Act To Establish a Grant Program To Provide for Counseling and Testing Services Relating to Acquired Immune Deficiency Syndrome and To Establish Certain Prohibitions for the Purpose of Protecting Individuals with Acquired Immune Deficiency Syndrome or Related Conditions. Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

PUB DATE- 88
NOTE- 293p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Civil Rights; *Confidentiality; *Federal Legislation; Hearings; *Public Health; *Social Discrimination
IDENTIFIERS- Congress 100th

This document presents the text from two Senate hearings on the AIDS Federal Policy Act of 1987 which concerns voluntary testing for AIDS virus, education and counseling to stop the spread of AIDS (Acquired Immune Deficiency Syndrome), and confidentiality and discrimination against AIDS victims. In the first hearing, opening statements are included from Senators Edward Kennedy, Strom Thurmond, Orrin Hatch, and Dan Quayle. Testimony is provided by Louise and Clifford Ray, accompanied by their three hemophiliac sons, Robert, Richard, and Randy, all of whom have tested positive for the AIDS virus; their daughter Candy; their physician, Jerry Barbosa; and their attorney, William Earl. Also providing testimony are: (1) Alberta Fuentes and Katy Taylor, Commission on Human Rights, New York City; (2) Lonnie Bristow, American Medical Association, Chicago, Illinois; (3) Mary Foley, American Nurses Association, Washington, D.C.; (4) Bonnie Strickland, American Psychological Association; (5) Kristine Gebbie, AIDS Committee, Association of State and Territorial Health Officers, McLean, Virginia; and (6) Joan Banach, American Medical Record Association. Prepared statements are included from the American Hospital Association, the Coalition for AIDS Prevention and Education, and the National Hemophilia Foundation. Witnesses providing testimony at the second hearing include AIDS patient Michael Sisco; Mary Jane Edwards, founder of Mothers of AIDS Patients; Vernon Mark, associate professor of surgery, Harvard University; Anthony Robertson, Research Testing and Development Corp.; Robert McAfee, American Medical Association; and Gloria Rodriguez, AIDS outreach coordinator, Newark, New Jersey Department of Health. Prepared statements are included from Senators Edward Kennedy and Tom Harkin; James AuBuchon, American Red Cross Medical Operations; and the American Medical Association. Two reports of the AIDS Discrimination Unit of the New York Commission on Human Rights are also included. (NB)

ED 325 737 CG 022 667

Baker, Corinne

Development of an Outreach Group for Children Ages Five through Thirteen Who Have Witnessed Domestic Violence.

PUB DATE- Apr 90
NOTE- 33p.; M.S. Practicum Report, Nova University. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) l
DESCRIPTORS- Battered Women; Behavior Change; *Children; *Family Violence; *Group Counseling; *Intervention; Prevention; Problem Solving; Self Esteem

This practicum took place at a spouse abuse shelter located in a county classified as urban in the southeast United States. It was found that once a family left the shelter, support groups were not available to help the children with feelings related to living in a home where domestic violence has occurred. Most of these children were already exhibiting characteristics that demonstrated their potential of following the inter-generational cycle and becoming abusers or victims of abuse as adults. A 10-week outreach group was designed for children who were living away from the domestic violence situation. The group met at the same time as a therapy group for the mothers who were abused. The group addressed issues such as feelings, self-esteem, stress, stereotypes, and non-violent conflict resolution. Topics were chosen to provide children with the skills necessary to break the intergenerational cycle. Although most of the children attended only one-half of the group sessions, mothers stated that they saw improvements not only in their children's behavior, but also in their self-esteem and ability to solve problems. Another important consideration of the success of the children's group was that the mothers were also attending a therapy group. Mothers were able to deal with their own issues and become more aware of the dynamics of spouse abuse and how it affects their children. Through parental awareness and children's support groups, children can acquire the skills necessary to avoid abusive relationships. (Author/ABL)

ED 325 753 CG 022 906

Cairo, Peter; And Others
Settings: In a Variety of Place. . .
PUB DATE- 85
NOTE- 62p.; Chapters 15-18 of "Adult Career Development: Concepts, Issues and Practices," (See CG 022 902).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Counseling; *Adult Development; *Career Change; *Career Development; Community Colleges; Community Services; Counseling Techniques; Counselor Role; Higher Education; Organization; Two Year Colleges

This document consists of the fourth section of a book of readings on issues related to adult career development. The four chapters in this fourth section focus on settings in which adult career development counseling may take place. "Career Planning and Development in Organizations" (Peter Cairo) discusses several concepts and definitions relevant to the understanding of career development in organizational settings and presents a brief description of current practices. "Adult Career Development in University Settings: Practical Perspectives" (Dennis Keierleber and L. Sunny Sundal-Hansen) focuses on universities, examining the characteristics of adult students and the philosophy and practices of the university that influence adult students' career and educational development. A conceptual model for career service providers to meet the needs of adults on the campus is included. "Community-Based Adult Career Counseling" (Jane Goodman and Elinor Waters) discusses some of the changing needs of adults for community-based career development programs and identifies some parameters that program planners need to consider in developing their approaches. "Career Counseling Adults in a Community College Setting" (Patricia Haskell and Nancy Wiener) discusses how adult and career development theories can help community college counselors understand and better meet students' needs and notes that limitations of adult career development theories can be exacerbated by the nature and scope of the community college. (NB)

ED 325 802 CS 010 279

Clark, Susan R.
Schema Theory and Reading Comprehension.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Learning Theories; Literature Reviews; *Reader Text Relationship; *Reading Comprehension; Reading Strategies; *Schemata (Cognition); *Text Structure
IDENTIFIERS- *Schema Theory; Text Factors

Two main types of schemata exist for reading: content schema, representing existing knowledge of objects and events; and textual schema, including knowledge of discourse structure and conventions. There are at least six major schema functions important to reading comprehension: (1) schemata provide slots for assimilating additional knowledge; (2) schemata aid in judging what is important; (3) schemata aid in making inferences; (4) schemata help summarize and edit material; (5) schemata activated during reading facilitate an orderly memory search for relevant information; and (6) schemata function in inferential reconstruction. It is not clear how the size of schemata effects per se can be offered as evidence for remembering versus learning. Linguistic and metalinguistic schemata are aids to reading comprehension. Students will have better recall if they make use of text structure schemata. Schema theory can help explain failure to comprehend: there may not be enough clues to activate existing schemata, the reader may not have appropriate schemata, and failure to comprehend may result when the reader makes an interpretation but not the one intended. Schema theory has its limitations--for example, it makes too much of an attempt to fit something as evidently complex as knowledge acquisition, storage, and retrieval into a simple, familiar framework-prototype. (Forty-one references are attached.) (RS)

ED 325 818 CS 010 305

McAllister, Elizabeth
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Indiana Univ., Bloomington. Center for Reading and Language Studies.
Peer Teaching and Collaborative Learning in the Language Arts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 74p.; Published by EDINFO Press.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Class Activities; Classroom Environment; Cooperative Learning; Elementary Education; *Language Arts; Learning Activities; *Peer Teaching; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- *Collaborative Learning

Bringing together peer teaching and collaborative learning, this book presents many specific ideas for elementary teachers to use in their classrooms and explains the principles behind the practices. Six diverse scenarios are presented which represent real experiences of teachers and their students at work in successful peer-learning classrooms. Sections of the book include: (1) "How Some Teachers Use Peer Tutoring"; (2) "Peer Teaching and Collaborative Learning"; (3) "Peer Program Organization"; (4) "How to Get Started"; (5) "How to Use the Evaluation Forms"; (6) a review of research and research in progress; and (7) "Conclusions and Implications." A 57-item bibliography is attached. (RS)

ED 325 834 CS 010 323

Hampson, Eric
The Relationship between Specific Language Variables and Mental Ability in the Treatment of Verbal Information by Adults.
PUB DATE- Aug 90
NOTE- 242p.; Ed.D. Thesis, University of British Columbia.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Cognitive Processes; Foreign Countries; Higher Education; *Intellectual Development; Language Skills; Linguistic Competence; *Verbal Ability; Writing (Composition); Writing Achievement; *Writing Evaluation
IDENTIFIERS- Canada

A study investigated the functional relationship that exists when mental ability and language competence are separately and simultaneously measured with regard to their influence on the effective treatment of verbal information. Data were gathered from 100 men and women, aged 20-60, who were tested for language competence, reading comprehension, intelligence, and writing ability. Results revealed that syntactical skills were the major component for assessing English composition; and that skill in the use of language was of greater significance than was mental ability in the treatment of verbal information, particularly in exercises which call for critical analysis and the making of sound judgments. The findings suggest that the assessment procedures used in this research may be a feasible means of judging the quality of adults' written language. (Twenty tables of data are included; 166 references and eight appendixes containing testing materials are attached.) (Author/KEH)

ED 325 850 CS 212 554

Knight, Melinda

The Rhetoric of Performance Appraisals: Conflict and Resolution in Oppositional Discourse Communities.

PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict Resolution; *Employer Employee Relationship; Higher Education; Job Performance; Models; Organizational Communication; *Personnel Evaluation; Rhetorical Theory
IDENTIFIERS- Collaborative Writing; Professional Concerns; Writing Groups

The advances of contemporary rhetorical theory can be drawn upon to resolve the competing values of the two constituencies that have a stake in performance appraisals: the manager and the employee. One reason for problems in the existing model of performance appraisals is that the two sides perceive themselves to be in opposition, and that very fact of opposition can prevent the performance appraisal from reaching what should be its most important goal: helping both sides to work together to improve performance. In this context, one particular advance in rhetorical theory is useful: research and pedagogy on writing groups. All writing group theory is based on the concept of writing as a social activity, but if this is to be taken seriously, it means finding different objectives for assigning peer writing groups or collaborative writing exercises in the classroom. It means that the most important goal should be the collaboration itself, and in this new objective is a viable application of writing group theory to a new model for performance appraisals in organizations. The modern collaborative classroom translates well into a modern environment for performance appraisals. The appraisee, like the student writer, could be empowered to direct the process; the manager should facilitate collaboration, not simply pass judgment. A collaborative model for performance appraisal can ultimately help students and employees gain the skills in critical evaluation that will enable them to analyze problems and formulate strategies for change. (KEH)

Muir, Star A.

Form in Technique: Counter-Nature's "Invitation To Participate" and the Ethics of Ecology.

PUB DATE- Nov 89

NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Ecology; *Figurative Language; Interpersonal Communication; Philosophy; Rhetoric; *Satire; *Social Change; *Technological Advancement; Technology

IDENTIFIERS- *Burke (Kenneth); Rationality; Synecdoche

This paper examines the rhetorician Kenneth Burke's reaction to "technologism," an area where Burke's rage at the vagaries of human motivation, industrial exploitation, and environmental victimage are most clear. The paper analyzes in-depth the formal movement of the Helhaven project as a reflexive satirical treatment of the problems of technology, and illustrates some of the motivational complexities of Burke and his system as they are played out in the satire. The paper concludes with a discussion of Burke's recognition of the centrality of synecdoche and of Burke's skill in commenting on the nature and direction of satire even while sketching out a rough satire of his own. (One hundred and four endnotes are attached.) (KEH)

ED 325 899 CS 507 340

Larson, Mary Strom
Changes in Traditional Television Content: Family Interaction Patterns on "The Simpsons."
PUB DATE- 1 Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Family (Sociological Unit); Family Characteristics; Family Environment; Family Life; Interaction; *Mass Media Role; *Television; Television Research
IDENTIFIERS- *Communication Behavior; *Communication Patterns; Communication Styles; Family Communication

A study sought to describe family interaction as it has been taking place in a television family of the nineties--the Simpsons. Twelve episodes of the program were videotaped, transcriptions were made of the portions of the programs which contained family interactions, and 1,670 communication behaviors in the material were coded. Each behavior was coded for mode: going toward, going against, and going away; these were then subdivided into 11 categories. Results indicated that in the Simpson family, the parents clearly dominated the communication flow. Overall, 71.8% of the interactions were supportive. The primary mode of communication was giving information, followed closely by attacking. The most frequent family roles were spouses giving information to each other, followed closely by children giving information to parents. Supportive communication was centered in spouses, while siblings were the most conflictual family members. Findings suggest that the Simpsons provide a model which is primarily positive but also a model which is less positive than that of the families observed in the 1975-76 season. It is apparent that the stereotypical role behaviors evident in the earlier family television programming are not in evidence in "The Simpsons." The school environment appears to be portrayed rather negatively, and Bart and Homer, especially, do not respond very favorably to school-related situations. Further analysis might examine the style of language choices in addition to content. (Two tables of data are included and 31 references are attached.) (MG)

ED 325 996 EC 232 499

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

Minnesota Day Training and Habilitation Services: 1988 Survey Results. Policy Analysis Series, No. 29.

PUB DATE- Dec 89

NOTE- 29p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Children; *Developmental Disabilities; Employment; Expenditures; Financial Support; Human Services; Multiple Disabilities; Program Costs; *Rehabilitation Programs; Social Integration; *State Programs

IDENTIFIERS- *Minnesota; *Service Utilization

A survey was conducted of 101 day training and habilitation services in Minnesota serving adults with developmental disabilities. The survey gathered information on age of clients, level of functioning, additional disabilities, place of residence, length of placement, vocational activities, integration, supervision, length of time at the same job site, and reasons for job termination. Twenty-six programs serving children in 1987 were also surveyed; only one program was still serving children in 1988, as the state had mandated that services be administered by local school districts. Financial results are analyzed in terms of revenues, expenditures, per diems, and licensed capacity. Results of the survey indicated that the number of adults served increased from 1986 to 1988. The number of persons with severe or profound levels of mental retardation continued to increase. The number of persons in vocational activities increased since 1986, especially for community-based vocational activities (CBVA). Persons working in center-based vocational activities showed decreased earnings from 1987 to 1988, while persons in CBVA showed marked growth in number of hours worked and wages earned. The percentage of persons in integrated settings increased to 48.1% from 43.1% in 1987. (JDD)

ED 326 060 FL 018 978

Warren, Beth; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Cheche Konnen: Science and Literacy in Language Minority Classrooms.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 75p.; Appended tables present various legibility problems. For related documents, see FL 018 976-977.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; Basic Skills; Bilingual Education; *Classroom Communication; *Classroom Environment; Educational Strategies; *English (Second Language); Grade 7; Grade 8; Haitians; Inquiry; *Literacy Education; *Science Education; *Scientific Attitudes; Secondary Education
IDENTIFIERS- *Cheche Konnen

A study examined the relationship between science learning and literacy development in two language minority classrooms: a self-contained, combined grade 7-8 class of Haitian students and a multilingual basic skills class within a large high school bilingual education program. In particular, the investigation analyzed the ways in which a model of scientific inquiry was interpreted in the classrooms and the effects of those interpretations on both science and literacy practices. The investigation focused on how the model and the teachers' goals interacted to produce, even within the same classroom, different interpretations of science, which in turn influenced the forms and functions of literacy in the classroom. In both classrooms, the model effectively transformed the kinds of science and literacy practiced from traditional worksheet-based exercises to authentic, communicative, sense-making practices through very different processes. The two case studies are based on the first year of a multiyear project, Cheche Konnen (meaning "search for knowledge in Hawiian Creole"), in which researchers and teachers are collaborating to develop an investigation-based approach to science for language minority students. Sources of data include classroom observation, audio- and videotapes of classroom activity, teacher-researcher meeting notes, teacher interviews, and teacher- and student-produced texts. A 45-item bibliography and program materials are appended. (MSE)

ED 325 644 CE 056 171

California State Dept. of Education, Sacramento.
California's Bus Driver's Training Course. Instructor's Manual.
PUB DATE- 90
NOTE- 524p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bus Transportation; Classroom Techniques; *Driver Education; Instructional Materials; *Lesson Plans; Postsecondary Education; Safety Education; *School Buses; State Programs; *Student Transportation; *Teaching Methods; Vehicular Traffic
IDENTIFIERS- California

This instructor's manual was designed to help graduates of the California Bus Driver Instructor Course provide effective instruction to school bus driver trainees. It contains enough material for 20-30 hours of classroom training. The information is organized in 12 instructional units that cover the following topics: introduction to the course; driver's license and special certificate requirements; bus operation, use, laws, and regulations; vehicle components; general defensive driving techniques; specialized defensive driving techniques; passenger loading and unloading; emergency procedures; passenger management; activity trips; the special needs passenger; and public and community relations. Each unit includes an outline of the lesson plans in it, notes to the instructor, content information, handouts, and pretests and unit test. A final unit of the guide provides additional information for the instructor on teaching the course, such as materials needed to conduct classes, classroom arrangement, lesson planning and teaching techniques, and tests and answer keys. (KC)

ED 325 929 EA 022 415

Adams, Charles F.; Mecca, Thomas V.

Strategic Planning as a Basis for Restructuring Schools.

PUB DATE- Oct 90
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Administrators; Committees; Critical Path Method; Delphi Technique; Educational Improvement; *Educational Planning; Educational Trends; Elementary Secondary Education; *Futures (of Society); Institutional Mission; Leadership; *Long Range Planning; Models; Needs Assessment; Organizational Development; Organizational Effectiveness; Organizational Objectives; School District Reorganization; School Restructuring; Trend Analysis

An educational planning model and instructional approach to prepare school administrators for the role of strategic planners are described. The model, ED QUEST, integrates future research techniques and divergent thinking modes into a participatory group process that provides visions of alternative futures. Primary activities in the process include preparation, development of a notebook of future projects, organizational assessment, analysis of the impact of future trends, development and assessment of scenarios, selection of strategic options, and incorporation of options into a strategic management process. The model is also useful as a teaching-learning vehicle in administrator education programs. One figure is included. (15 references) (LMI)

ED 325 963 EA 022 462

Educational Research Service, Arlington, Va.
Fringe Benefits for Superintendents in Public Schools, 1989-90. Part 1 of National Survey of Fringe Benefits in Public Schools. ERS Report.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Compensation (Remuneration); Elementary Secondary Education; Employment Experience; Expenditure per Student; Expenditures; *Fringe Benefits; Health Insurance; Income; Insurance; Occupational Information; Occupational Safety and Health; *Occupational Surveys; *Public Schools; Quality of Working Life; Retirement Benefits; *Superintendents; Tenure; Unemployment Insurance; Work Environment; Workers Compensation

A wide range of fringe benefit practices offered to superintendents are summarized in this report. Based on a national panel sample stratified by enrollment size, results are reported separately according to four enrollment groupings by size, per pupil expenditure, and geographic region. Data on leave policies, insurance coverage, retirement provisions, tuition reimbursement, severance pay, transportation benefits, and expense account allowances were collected from a questionnaire of superintendents in 913 school systems. The 32 summary tables provide information for the comparison of employee fringe benefits in school systems of similar enrollment size, expenditure level, and geographic region. (LMI)

ED 325 629 CE 056 127

Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.

Competency-Based Adult Education Teachers' Resource Guide.

PUB DATE- 89
NOTE- 360p.; Document contains colored paper which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Non-Print Media (100)
DESCRIPTORS- *Adult Basic Education; Audiovisual Aids; Books; Citations (References); Classroom Techniques; *Competence; *Competency Based Education; *Computer Software; *Educational Resources; High School Equivalency Programs; *Instructional Materials; Mathematics Instruction; Reading Instruction; Science Instruction; Social Studies; Writing Instruction
IDENTIFIERS- Arkansas; General Educational Development Tests

This guide was developed to provide adult education teachers in Arkansas with a listing of competencies correlated with appropriate materials at each level. The guide helps teachers select materials to individualize student instructional plans. It provides a variety of alternatives such as books, workbooks, software, video, and suggested reading materials to help teachers capitalize on the learning style of the student. The guide is organized in three levels: adult basic education (ABE), pre-General Educational Development (GED) tests, and GED. Each level is sectioned into five subject areas: reading, writing, mathematics, science, and social studies. The materials are arranged alphabetically by publisher. Competencies are listed in the left margin followed by the book references with specific page numbers. Software and video materials are listed in the right column after their underlined heading. A complete index is provided, along with a listing of publishers and sources with addresses and telephone numbers. A software supplement with the same format provides additional software titles. (KC)

ED 325 661 CE 056 226

Cooke, William N.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Labor-Management Cooperation. New Partnerships or Going in Circles?
PUB DATE- 90
NOTE- 200p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) e
DESCRIPTORS- Adults; *Collective Bargaining; *Employer Employee Relationship; Employment Practices; *Institutional Cooperation; Labor Demands; Labor Force; *Labor Relations; Strikes; *Union Members; *Unions; Work Environment

This book examines the potential benefits and costs of labor-management cooperation and factors that influence these potential benefits and costs. The analyses presented are based on a variety of secondary data sources, as well as data from nationwide surveys of plant managers, their local union leader counterparts, and executives of parent companies of the plants sampled. The first chapter reviews the existing literature and sets the stage for the analyses that follow. Chapter 2 develops a general theoretical framework, which broadly guides the subsequent analyses. Chapter 3 describes companywide labor relations strategies that have recently emerged and examines why some parties have embarked on cooperative relations and why just as many have not. In addition, the objectives and structure of joint programs, as reported by a sample of plant managers and local union leaders, are described. Chapter 4 examines how effective these joint efforts have been and identifies factors that appear to enhance or diminish their effectiveness. Chapter 5 addresses the underlying problems arising in the joint decision-making process that undermine the potential success and longevity of cooperative efforts. Finally, how the parties can go about resolving, avoiding, or minimizing the costly effects of these key problems is addressed in chapter 6. In that final chapter, implications for the union movement also are discussed and survey forms are appended. The book concludes with 96 references and an index. (KC)

ED 325 707 CE 056 295

Missouri Univ., Columbia. Instructional Materials Lab.
Missouri Introduction to Energy and Power Technology Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 618p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Electricity; Electronics; *Energy; High Schools; Industrial Arts; *Industry; Learning Activities; Learning Modules; *Power Technology; State Curriculum Guides; Teaching Guides; *Technology; *Trade and Industrial Education
IDENTIFIERS- Missouri

This guide provides materials for the first high school specialization course beyond the broad-based foundation provided by the Introduction to Industrial Technology and Exploration of Technology courses. Section I is the Instructor's Guide, which contains suggestions about how the energy and power technology cluster might be taught as a course for grades 9 through 11. Nine units are suggested and each is detailed separately. Each unit consists of a unit title, set of competencies, content outline, teacher plans and activities, suggested student activities, and resources and references. Topics include: overview; technological procedures; energy fundamentals; power fundamentals; control and instrumentation fundamentals; applications; electricity/electronics technology applications; careers; and leadership. Section II contains 20 Technology Activity Modules, a set of representative activities that may be used to address each major unit's goals. Each module contains instructor suggestions and student instructions. Section III, the resource section, contains a detailed list of resources, including curriculum guides, textbooks, and references; a sample set of useful periodicals, publisher, media sources, resource centers, and suppliers; a directory for locating public domain software; and a list of associations/organizations. (YLB)

ED 325 819 CS 010 306

Metallinos, Nikos; And Others

The Use of Verbo-Visual Information in Textbooks--A Cross-Cultural Experience.

PUB DATE- Jul 90
NOTE- 24p.; Paper presented at the International Visual Literacy Symposium (London, England, July 10-13, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; Geography Instruction; Illustrations; Instructional Materials; Secondary Education; *Textbook Content; Textbook Evaluation; Textbook Research; *Visual Literacy
IDENTIFIERS- Australia; Greece; Japan; *Picture Text Relationship; Sweden; *Textbook Design

A study investigated the use of verbo-visual content in geography textbooks of various countries. Secondary school geography textbooks from Australia, Greece, Japan, Sweden, and the United States were examined. For each of the selected books, empirical data about the amount of texts, pictures, maps, and tables was gathered; contents were assessed; and the execution of texts, pictures, and layouts was assessed. Results indicated that: (1) Australian geography textbooks were of medium size and carried the largest amount of information; (2) Greek textbooks were rather small, carried a rather low amount of information, and had few maps and little text; (3) Japanese textbooks were the smallest, lots of text but few maps, and were the most cost-effective; (4) Swedish textbooks were rather large, had a lot of text structured by headings and subheadings, and had several maps but few large pictures; and (5) American textbooks were the largest but carried the least amount of information, had few maps and about the average number and average-sized pictures. (Thirteen tables of data are included; 29 references are attached.) (RS)

ED 325 868 CS 507 284

Dick, Robert C.; Balmert, Michael E.

A Case against Mainstreaming Adult Learners in Speech Communication Classes.

PUB DATE- Nov 90

NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adult Learning; *Adult Students; Higher Education; Nontraditional Students; *Speech Communication; *Student Placement; *Teaching Styles

IDENTIFIERS- Speech Communication Education; *Teacher Centered Instruction

With so much of the student population in the adult learner category, by virtue of age alone, the "mainstream of students" is nearly indeterminable: yet, at many institutions, the "mainstream" of classroom teaching style is not adapted to the adult learner. First, there are the common logistical constraints for adult learners such as time constraints and location of the educational offerings. Logistics aside, the more complex issues pertain to what transpires in those classrooms where adult learners are enrolled. Teacher-centered methods have been ingrained in university faculties from years of traditional education, yet adult learners are often student-centered and creative, needing less teacher-centered and subject-centered directiveness. Speech communication is not exempt from the problem. Although communication curricula inherently should allow opportunities for more student-centered, interactive learning, much teaching is by persons who were processed through a teacher-centered system. Effective teachers must not totally abandon their current teaching style, for some learners might need parts of it. The adult-oriented style, which does include some traditional didacticness, is lacking and needed in many speech communication classrooms. (Three footnotes are included; 15 references are attached.) (KEH)

ED 325 915 EA 022 382

California State Dept. of Education, Sacramento.
Pupil Transportation Guide: Cost Analysis, Service Options, and Contract Administration.
PUB DATE- 90
NOTE- 202p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bids; *Contracts; *Costs; Elementary Secondary Education; Resource Allocation; *Services; *Student Transportation
IDENTIFIERS- *California; *Contract Management; Cost Accounting

Designed to help school administrators improve the efficiency of pupil transportation programs and control costs, this guide provides detailed guidance on how to collect and analyze costs, assess the effects of service levels and policies, and develop and administer a pupil transportation contract. Following an introductory chapter, part I consists of four chapters devoted to identifying and analyzing costs. Specifically, chapters discuss cost categories, cost allocation principles, the characteristics of pupil transportation services affecting quality and cost of service, and performance measures to improve program quality. The three chapters of part II identify and review service options, examine alternative service delivery systems, and describe the effects of changing provision systems and ways to compare various service options. Part III, containing detailed examples of documents used in the procurement process for securing contractors, provides a sample request for bid/proposal, describes the contract award process and evaluation procedures, and includes the text of a model contract agreement. Appendices list project advisory committee members and local education agencies visited and provide forms and guidance for depreciating capital assets, understanding supplementary and alternative contract terms, and performing cost allocations. Several exhibits relevant to California's pupil transportation program are displayed throughout the document. (MLH)

ED 325 946 EA 022 434

Murphy, Joseph
Appalachia Educational Lab., Charleston, WV. Policy and Planning Center.; National Center for Educational Leadership, Nashville, TN.

Restructuring America's Schools. Policy Issues.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Governance; Institutional Mission; Participative Decision Making; Policy Formation; *School Based Management; School Choice; School Organization; *School Restructuring; *State Action; *State Government; Teacher Participation; Teacher Role

A summary of the school restructuring movement and an outline of strategies for implementation are presented. The underlying principles of restructuring are included in four broad strategies, which include school-based management, teacher empowerment, voice/choice, and teaching for understanding. New responsibilities for state policymakers include taking a leadership role in interacting with educational stakeholders, supporting restructuring principles, and setting accountability standards. A conclusion is that state policy actors' primary responsibilities are policy formation and evaluation, which leaves process and implementation to local participants. (59 references) (LMI)

ED 325 982 EA 022 485

Reed, Donald B.
Administrative Leadership as Projection, Social Control, and Action.
PUB DATE- Oct 90
NOTE- 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Elementary Secondary Education; *Leadership; *Power Structure; *School Administration; *Theory Practice Relationship
IDENTIFIERS- Administrative Control; *Control (Social Behavior); *Projection (Psychology)

Over the past 50 years, theoretical and methodological problems have plagued the study of leadership. This paper, proposing an alternative theory, argues that leadership has three fundamental components: projection and social control, which are linked by action. Projection is the visualization of a project to be completed. Educational administrators as leaders hold an image of the school or district that they administer and inspire subordinates to embrace and act on and with the projection. Social control encompasses two different types of leader/follower relationships. Authority-based relationships are likely to induce voluntary action from followers, whereas power-based action results in compliant behavior from followers. Four different control modes are associated with authority and power, respectively. Social control involving authority comprises modes of establishing and maintaining charismatic, traditional, legal, and expert relationships. Social control involving power comprises modes of employing psychological, moral, contractual, and technical resources. Action is accomplished through observation or inspection, interpretation or explanation, representation or posturing, and authentication or sanctioning while fulfilling the administrative functions of management, evaluation, training, and socialization. An educational administrator's particular leadership style depends on the character of the leader's projection, the mechanisms and modes in social control, and the emphasis in administrative action functions and activities. (Eight references) (MLH)

Schultze, Betty
Words for Work.
PUB DATE- 5 Apr 89
NOTE- 21p.; Paper presented at the Annual Conference of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Disabilities; Educational History; Interdisciplinary Approach; *Interpersonal Competence; Intervention; Job Skills; Language Acquisition; Models; *Needs Assessment; *Oral Language; Secondary Education; Skill Development; Transitional Programs; *Vocational Adjustment

This paper addresses the need for special education students to learn appropriate work-related oral language and personal/social oral competencies to enhance their success in transition/career-oriented endeavors. It emphasizes the need for an interdisciplinary approach in developing these skills. The paper begins with a historical perspective, outlining the impact of various federal laws on services. The paper then analyzes the status of special education students in the work place, their need for communication skills and social competencies, and aspects of current programming. The Words for Work model is depicted; it shows that the ability to be socially competent radiates from the ability to communicate effectively. Finally, the outer circle of the model implies that success in family, academic, occpuational, social/personnel, and leisure activities radiates from the abilitiy to be communicatively and socially skilled. (33 references) (JDD)

ED 326 028 EC 232 642

Child, Derek
Further Education Curriculum Review and Development Unit, London (England).
Access to Higher Education: Students with Disabilities at the Open University. Working Together?
PUB DATE- Dec 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; Adults; Assistive Devices (for Disabled); Audiovisual Aids; College Students; *Disabilities; *Distance Education; Educational Media; Educational Technology; Foreign Countries; Hearing Impairments; Information Networks; Nontraditional Education; Normalization (Handicapped); *Open Universities; Physical Disabilities; Postsecondary Education; Special Programs; Visual Impairments
IDENTIFIERS- *Open University (Great Britain); United Kingdom

Services to students with disabilities at the Open University (OU) in Great Britain are described. This large distance teaching institution offers courses in multi-media form, using printed texts, audio and video material, radio and television programs, microcomputer software, and tutorial support (available either from local study centers or at 13 regional centers). Access for students with disabilities is facilitated through such services as preparatory courses to develop study skills for students with visual and hearing impairments, taped materials, identification of special needs in computer use, arrangements for home examinations, and assessment of individual functional requirements. These services are supported by an information and resource network with specialist organizations and through links to national and regional governmental and government-funded agencies. Experiences of two students with severe physical disabilities are described. Suggestions for the future include: a pilot project to encourage other higher education institutions to facilitate access to the OU system; early planning and preparation of students; equipping students to use new assistive technology; and providing opportunities for students to review their situation and choose other options if desired. (BRM)

ED 326 044 FL 018 886

Hristova, Doreana

Les aspects pragmatiques dans certaines constructions langagieres (The Pragmatic Aspects of Certain Language Constructions).

PUB DATE- Apr 90

NOTE- 8p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990). Contains broken type throughout text.

LANGUAGE- French

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Contrastive Linguistics; Determiners (Languages); Foreign Countries; *French; *Pragmatics; *Sentence Structure; Structural Analysis (Linguistics); Uncommonly Taught Languages

IDENTIFIERS- Deixis; *Macedonian; Markedness

A discussion of pragmatics looks at and compares a variety of statement types in Macedonian and French. Based on the assumption that the most important semantic and syntactic elements are presented by the speakers themselves as well as by the temporal and spatial markers, the function of the statement form is examined. Focus is on the use of the personal marker, the article, and the deictic. All examples are offered in French or Macedonian. (MSE)

ED 325 770 CG 022 924

Dineen, Peggy

Adolescent Suicide: Prevention, Postvention and Crisis Management.

PUB DATE- May 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Counseling Techniques; Counselor Role; *Crisis Intervention; *Depression (Psychology); Emotional Adjustment; Emotional Disturbances; Family Problems; *Prevention; Secondary Education; Stress Variables; *Suicide

Suicide is the second leading cause of death among adolescents and young adults between the ages of 15-25. Every day, over 1,000 young adults attempt to destroy themselves. Although adolescents contemplate suicide for many reasons, research suggests that depression is the number one risk factor in suicide. Accordingly, this paper describes many of the stressors which have been linked to adolescent suicide, including rising divorce rates, single parent households, social pressures, population growth, reduced family support, and the pressures on teenagers to succeed in the face of economic difficulties. It also provides information regarding the developmental period of adolescence, along with guidelines and rationale for prevention, crisis management, and postvention programs that counselors can plan and implement in a school setting. (Author/TE)

ED 325 645 CE 056 172

Moss, Jerome, Jr.; Liang, Tsanglang
National Center for Research in Vocational Education, Berkeley, CA.
Leadership, Leadership Development, and the National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Administrator Role; *Educational Administration; Educational Planning; *Institutional Role; *Leadership; Leadership Qualities; Leadership Responsibility; *Leadership Training; Postsecondary Education; *Research and Development Centers; Secondary Education; *Vocational Education
IDENTIFIERS- *National Center for Research Vocational Education

Leadership development is needed in vocational education; the field lacks an adequate number of leaders and is making almost no systematic effort to develop them. In order for leadership development activities to be undertaken, however, a definition of leadership is needed. An overview of the literature suggests that leadership can be seen as both a process and a property, and the leader's role can be seen to be the accomplishment of four broad tasks: to inspire a shared vision, to foster collaboration and ownership, to exercise power effectively and enable others to act, and to set the right external context for the organization. This conceptualization of leadership also advances the proposition that leadership behaviors result from the interaction of the leader's attributes, the group's attributes, the task at hand, and the general context. Desirable leadership attributes predispose leadership behaviors. However, some leadership attributes can be developed through deliberate educational interventions, especially through professional development. A study by the National Center for Research in Vocational Education at Minnesota's 34 technical colleges validated this concept of leadership through a survey of 510 vocational-technical institute faculty (with 282 responses). Results pointed to the need for more studies to promote confidence in these findings. At the same time, the Center must also begin to provide leadership development services to the field of vocational education. (Includes 61 references and 5 appendices detailing survey results.) (KC)

ED 325 675 CE 056 256

Chappell, John; And Others
Missouri Univ., Columbia. Instructional Materials Lab.
Semiconductor Devices and Applications. Electronics Module 5. Instructor's Guide.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 351p.; For related documents, see ED 315 659-662 and CE 056 257-261.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electronics; *Industrial Arts; Learning Activities; Learning Modules; *Microelectronics; Postsecondary Education; Secondary Education; *Semiconductor Devices; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This module is the fifth of 10 modules in the competency-based electronics series. Introductory materials include a listing of competencies addressed in the module, a parts/equipment list, and a cross-reference table of instructional materials. Sixteen instructional units cover: semiconductor materials; diodes; diode applications and rectification; unregulated power supplies; power-supply filters; special diodes; zener-regulated power supply; bipolar junction transistor (BJT); multistage amplifiers; linear integrated circuits; thyristors; three-terminal regulator; oscillators; servicing BJT amplifiers; servicing field-effect transistor (FET) amplifiers; and servicing op-amp circuits. Each unit includes some or all of the following components: performance objectives; information sheets; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Special instructions are included in the notes to the instructor section near the beginning of each unit. (YLB)

Smith, Clifton L.
Missouri Univ., Columbia. Instructional Materials Lab.
Fundamentals of Marketing. Marketing Education Teacher's Resource Guide. Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 90
NOTE- 18p.; For related documents, see CE 056 269-273.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; Core Curriculum; *Educational Resources; *Evaluation Criteria; *Marketing; Outcomes of Education; Planning; Salesmanship; Secondary Education; Student Evaluation
IDENTIFIERS- Missouri

This guide, developed by a project to revise the minimum core competencies for the Fundamentals of Marketing course in secondary marketing education in Missouri, contains four sections. The first section explains competency-based marketing education, including its mission, nature, curriculum, and the fundamentals of competency-based instruction. The second section lists the expected student learning outcomes in Fundamentals of Marketing based on the core curriculum for marketing education. Competencies are listed in the areas of communications, economic concepts, employment and advancement, human relations, operations, planning, advertising and sales promotion, selling, and marketing concepts. The third section is a suggested curriculum model for Fundamentals of Marketing; the final section cross-references fundamentals of marketing student competencies to selected resources and tasks. A four-item suggested resource list is included. (KC)

ED 325 738 CG 022 891

Moore, Dwight, Ed.; Leafgren, Fred, Ed.
American Association for Counseling and Development, Alexandria, VA.
Problem Solving Strategies and Interventions for Men in Conflict.
PUB DATE- 90
NOTE- 352p.; For individual sections, see CG 022 892-022 896.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) a
DESCRIPTORS- *Adult Development; *Conflict; Counseling; Divorce; Family Life; Family Violence; Homosexuality; *Males; Marriage; *Sexuality

This collection of readings addresses special issues with which men must deal in modern society. It was written for counselors at all educational levels, social workers, community therapists, private practitioners, clinicians, teachers, hospital workers, and Employee Assistance Program workers. The book is divided into five sections that deal with: (1) personal growth and societal expectations; (2) sexuality, family, and marriage; (3) multicultural concerns; (4) techniques and treatments; and (5) ideas for the future. References for each chapter and a bibliography compiled by the American Association for Counseling and Development's Committee on Men are included. The bibliography contains citations in the areas of general readings, periodicals, black men, burnout and stress, career change, changing roles of men, counseling and sex roles, counselor/client relationships, developmental issues and aging, disabled clients, divorce, divorce and parenting, dual careers, expressing feelings, fathers and parenting, gender differences in counseling, grieving, homosexuality, intimacy and friendship, leisure, loneliness, love and sexuality, male clients, men's groups, mentoring younger men, moral responsibilities, mother/son relationships, nontraditional career choice, physical health, power, relationships, retirement, self-nurturance, stereotypes, substance abuse, success, touch between client and therapist, and working. (NB)

ED 325 787 CG 022 944

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Getting Straight: Overcoming Treatment Barriers for Addicted Women and Their Children. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, Second Session (Detroit, Michigan, April 23, 1990).

PUB DATE- Apr 90

NOTE- 179p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Welfare; *Drug Addiction; Hearings; *Mothers; *Perinatal Influences; Pregnancy

IDENTIFIERS- Congress 101st

This document contains the second in a series of Congressional hearings being held by the Select Committee on Children, Youth, and Families to examine substance abuse among pregnant and parenting women and to explore prevention and treatment strategies. In his opening statement, Committee Chairman George Miller expresses hope that testimony provided at this hearing in Detroit (Michigan) will describe an exceptional model for the treatment of young women who are addicted and pregnant and will offer new information about these women that will facilitate treatment. Brief statements are included from Representatives Holloway and Bliley. Witnesses providing testimony include: (1) William Atkins, director, and William Hall, associate director, Illinois Department of Alcoholism and Substance Abuse; (2) Charlene Johnson, president, Reach, Inc. and Lee Earl, pastor and chairman of the board, Reach, Inc.; (3) Maisha Kenyatta, director, Hope, Unity and Growth, Inc.; (4) Marilyn Poland, associate professor, department of obstetrics and gynecology, Wayne State University Medical School, Detroit, Michigan; (5) Lisa Potti, program coordinator, Mother and Infant Substance Addiction Network, Detroit Health Department; (6) Beth Glover Reed, associate professor of social work and women's studies, University of Michigan; (7) Joyce Scott, executive director, West Side Futures, Chicago, Illinois; (8) Randall Todd, director, Health Promotion and Disease Prevention, Kent County Health Department, Grand Rapids, Michigan; (9) Joan Walker, administrator, office of substance abuse services, Michigan Department of Public Health; and (10) Courtney X, parent, accompanied by Beverly Chisholm, director, Eleonore Hutzel Recovery Center, Detroit, Michigan. Relevant supplemental materials, prepared statements, and letters are included throughout the text. (NB)

ED 325 803 CS 010 290

Paul, Richard; And Others
Sonoma State Univ., Rohnert Park, CA. Center for Critical Thinking and Moral Critique.
Critical Thinking Handbook: K-3rd Grades. A Guide for Remodelling Lesson Plans in Language Arts, Social Studies & Science.
PUB DATE- 90
NOTE- 420p.; For handbooks for grades four through high school, see CS 010 291-292 and ED 308 481.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; Instructional Improvement; Instructional Innovation; *Language Arts; Learning Strategies; *Lesson Plans; Primary Education; *Science Instruction; *Social Studies; Teaching Methods

This handbook, designed to help teachers of kindergarten through third grade remodel their own lesson plans, has one basic objective: to demonstrate that it is possible and practical to integrate instruction for critical thinking into the teaching of all subjects. The handbook thoroughly discusses the concept of critical thinking and the principles that underlie it and shows how critical thinking can be taught in language arts, social studies, and science. The book's first section contains nine chapters which: (1) provide an introduction to critical thinking and its importance for education as well as an introduction to lesson remodeling; (2) discuss making critical thinking intuitive by using drama, examples, and images; (3) go deeply into the question of what education for critical thinking requires of teachers; (4) explain the 35 remodeling strategies and their importance, with suggestions on how to teach for them; (5) present 69 remodeled lessons for language arts, social studies, science, and math, and describe some frequently encountered flaws in textbook approaches; and (6) focus on remodeling lessons into thematic units. The handbook's second section, which contains seven chapters, compares didactic and critical views on education, outlines the changes in curriculum required by a shift toward education for critical thought, provides practical ideas for facilitating staff development in critical thinking, presents short writings on critical thinking by teachers after a workshop on the subject, and considers the problem of defining critical thinking. The seventh chapter is an analytic glossary of key words and phrases relevant to critical thinking and education. A list of recommended readings and critical thinking resources is appended. (SR)

Nowakowski, Jeri; And Others
North Central Regional Educational Lab., Elmhurst, IL.
Wisconsin Rural Reading Improvement Project 1987-1988. Evaluation Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 20p.; For the complete report, see CS 010 325.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; *Instructional Improvement; Program Evaluation; Reading Improvement; *Reading Instruction; Reading Programs; Reading Strategies; *Rural Schools; Small Schools; *Staff Development; Teacher Improvement
IDENTIFIERS- Strategic Reading; Wisconsin; *Wisconsin Rural Reading Improvement Project

This evaluation summary synthesizes the results of the first year of the Wisconsin Rural Reading Improvement Project (WRRIP), a project aimed at helping small, rural schools improve reading instruction by teaching reading as thinking (also termed "strategic reading"). The means used is staff development: specifically, a leadership team composed of a school principal, the reading specialist, and the media specialist work together to support targeted teachers in reading instruction while information is delivered to the team and the teachers through an assortment of telecommunications strategies that allow distance learning to take place. Following a brief general overview, the summary begins with 10 general findings based upon case study data, data from two surveys, meeting observations, and other sources. The findings are sorted into four categories: Reading Instruction, Staff Development, Distance Learning, and Project Organization and Delivery. This is followed by eight findings from two surveys. The next section describes generally the evaluation methodology used. The final section provides a description of the project at the end of year 1. (SR)

ED 325 851 CS 212 561

Cole, SuzAnne C.

"I'm Getting My Act Together and Taking It On the Road": Going Public with Creative Responses.

PUB DATE- Nov 90

NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Audience Awareness; Creative Writing; Higher Education; Instructional Innovation; Journal Writing; Reader Response; *Writing Assignments; *Writing Instruction

IDENTIFIERS- Writing Development

After students' interest in literature has been stirred by journal writing, it is time for them to turn their private journal writing into writing for an audience. Instead of having students write the usual responses to literature, vary their assignments by offering them creative responses, either occasionally or as an individual alternative to more formal essays. Such creative responses include: personal response; imitation; parodies; replies to biased or slanted literature; diaries written from the viewpoint of a literary character; modern recreations of literary settings; newspaper articles or interviews with literary characters; letter writing; character sketch; a "Who's Who" entry; case studies of author or characters; and script or scenario writing. Creative responses can prove mastery of literature provided that the assignments are made as specific as possible and are provided as options for all classroom writing. (RS)

ED 325 884 CS 507 325

Osequera, A. Anthony

Historicity, The Television Critic, and the Third World Scholar.

PUB DATE- Oct 90
NOTE- 28p.; Paper presented at the World Conference (3rd, Omaha, NE, October 4-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiences; *Critical Viewing; Criticism; Developing Nations; Evaluation Methods; Higher Education; Mass Media; *Mass Media Role; Mass Media Use; *Television Viewing
IDENTIFIERS- Course Development; Historical Methods; Research Priorities; *Television Criticism; *Third World

The communication technologies of television and common carriers have an important correlativity to message formation, due to their ability to bring the public information at lightning speed. Historicity, the science of writing history, can be used by the television critic in order to critique national and international broadcasting. Blacks, Asians, and Hispanics worldwide, like the rest of humanity, are attempting to improve their lives. Mass communication has not kept pace with the new reality of these people: their needs are not met. The United Nations (UN) Summit is an important communication event; this UN effort might inspire the mass media to bring more relevant information. Unfortunately, the masses trust television, but they are not equipped to interpret it. Course work in American colleges and universities is needed to train critics in historicity and other stylology. When students who are properly trained work in the field, valuable, correct feedback can be given to government and to private and public groups involved in message formation. Critics can alert the audience to discrepancies in the reportage of broadcasting through the use of historicity and other stylology. Broadcasting can be made to change its course in order to become more meaningful to the world it serves. International scholars can also use historicity when using television as a source to adequately abstract television's reality. (Fifteen references are attached.) (MG)

ED 325 930 EA 022 416

Achilles, C. M.; And Others

Organizing and Leading for Learning: The Interplay of School Reform and Restructuring with Preparation Program Reform and Restructuring.

SPONS. AGENCY- North Carolina Univ., Greensboro. School of Education.
PUB DATE- Oct 90
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (4th, Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Adult Education; *Andragogy; Cognitive Development; Context Effect; Curriculum; Educational Administration; Elementary Secondary Education; Instructional Improvement; Learning Theories; Models; Organizational Climate; *Problem Solving; *Professional Development; Program Development; *Public a Dministration Education; School Restructuring; *Theory Practice Relationship; Thinking Skills

A process model for the restructuring of educational administration preparation programs is described, with a focus on program content, delivery, and context. Recommendations are made for utilization of a problem-solving, andragogical approach and for structured administrator preparation programs based on the integration of theory and practice. Two figures illustrate the process. (44 references) (LMI)

ED 325 997 EC 232 500

Patten, Sharon K.; Boom, Mary
Minnesota Governor's Planning Council on Developmental Disabilities,
St. Paul.
Financing of Supported Employment for Persons with Severe
Disabilities. Policy Analysis Series, No. 30.
PUB DATE- Jan 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Financial Policy; *Financial Support; *Policy
Formation; Program Budgeting; Program Costs; Public Support;
*Severe Disabilities; State Programs; *Supported Employment
IDENTIFIERS- *Minnesota

This study identified various direct and indirect strategies for financing supported employment, based on discussions with individuals in Minnesota and across the United States, reviewed supported employment efforts in selected states, conducted a review of literature, and explored related initiatives in other health and human service areas. Key strategies identified include: (1) setting specific benchmarks or objectives for converting the existing system to one more oriented to providing training and employment in integrated settings; (2) setting a cap or moratorium on expenditures for sheltered work, work activity, adult day programs, and related services; (3) appropriating new state dollars earmarked for supported employment and reallocating current public dollars; (4) establishing segmented or sequential financing arrangements; (5) pooling dollars from several sources; (6) targeting efforts to make maximum use of provisions under existing public programs such as Supplemental Security Income and the Job Training Partnership Act; (7) establishing state and local interagency agreements; and (8) creating an entity supported by all key state agencies to provide training, technical assistance, and related activities. Each of these strategies is discussed, along with examples from selected states. Possible next steps for Minnesota are explored, and a list of 26 references is included. (JDD)

ED 325 722 CG 021 823

Borders, L. DiAnne
Structured Peer Group Supervision.
SPONS. AGENCY- North Carolina Univ., Greensboro. School of Education.
PUB DATE- 15 Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; Counselor Evaluation; *Counselor Training; Group Guidance; *Interprofessional Relationship; Models; *Peer Counseling; *Peer Relationship; *Supervisory Training

The merits of peer group supervision have been advocated widely, but the actual practice has been described infrequently. The structured peer group format is a model that provides an organizational structure and a systematic procedure for conducting peer groups. In application, the approach can be adapted to match the developmental levels of the counselors and the supervisor. Members also receive training in methods and skills that they can use in supervising their colleagues and themselves throughout their professional careers. In addition, the approach emphasizes development of conceptualization skills and enhances cognitive growth in general. Illustrations from actual groups are included, and some extensions of the approach are suggested. (Author/TE)

ED 325 754　　　　CG 022 907

Lewis, Florence; And Others
Training Programs: Preparing Ourselves (Section V). Evaluation: Establishing Our Effectiveness and Accountability (Section VI). Future Trends: Anticipating the Future (Section VII).
PUB DATE- 85
NOTE- 66p.; Chapters 19-22 of "Adult Career Development: Concepts, Issues and Practices," (See CG 022 902).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Adult Counseling; *Adult Development; *Career Counseling; *Career Development; Midlife Transitions

This document consists of the fifth, sixth, and seventh sections of a book of readings on issues related to adult career development. The two chapters in the fifth section deal with training programs for adult career counselors. "The New Career Development Professional: A Training Model" (Florence Lewis and Janice Chiappone) examines changes that affect the career development professional and discusses how these changes have influenced individuals, organizations, and career development professionals. "Training Professionals for Career Development Responsibilities in Business and Industry" (Martin Gerstein and Neal Chalofsky) focuses on the theoretical and conceptual foundations for adult career development education, issues related to developing education and training programs, and elements of graduate degree programs. The one chapter in section six is "Evaluation: Measuring Effectiveness of Adult Career Development Practice" (Robert Bhaerman and Robert Campbell). It asks four general evaluation questions before examining the evaluation of adult career development programs. The one chapter in section seven is "Future Trends in Adult Career Development" (Donald Super). This chapter looks at socioeconomic trends (the aging population; the employment of women, ethnic minorities, and the handicapped; and the Third World) and presents a life-span perspective of adult career development. This life-span perspective looks at transitions from school to work, settling down, adapting to stability and instability, entering the maintenance stage, deceleration, and the adjustment to retirement. A final part of the chapter considers changing programs, methods, and measures for a changing society. (NB)

ED 325 900 CS 507 342

Robertson, Marion E.
Primary English Teaching Association, Rozelle (Australia).
"True Wizardry": Readers Theatre in the Classroom. PEN 79.

PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Foreign Countries; Language Arts; *Literature Appreciation; Oral Interpretation; *Readers Theater
IDENTIFIERS- Australia; *Drama in Education

This article describes Readers Theater (a form of group storytelling in which two or more readers present a piece of literature by reading aloud from hand-held scripts) and advocates its use in the classroom. The paper's seven sections are as follows: (1) What is Readers Theater; (2) Readers Theater and Its Conventions (discussing scripts, positioning, action, focus, voice, props and costumes, music and sound effects, and lighting); (3) The Process of Script Adaptation (what to look for, where to begin looking, and adaptation); (4) Copyright--A Publisher's Approach; (5) Some Hints for Successful Presentations (blocking, holding the script, audience participation, economy of movement, miscues, props, advertising the source, and intimacy); (6) The Advantages of Readers Theater; and (7) Conclusion. Seventeen references are provided. (SR)

ED 325 964 EA 022 463

Pennsylvania School Boards Association, New Cumberland.
Portraying a Positive Image: A Guide to Effective Public Relations for Educational Office Personnel.
PUB DATE- 89
NOTE- 86p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Business Communication; Business Correspondence; Elementary Secondary Education; Intergroup Relations; Interpersonal Communication; Language Usage; Office Management; Office Practice; Organizational Climate; Organizational Communication; Paraprofessional School Personnel; Personnel Management; *Public Relations; School Effectiveness; *School Personnel; *School Secretaries; *Staff Development; *Staff Role

Suggestions for improving communication and public relations are offered in this guidebook for school office personnel. Because of the high visibility and accessibility of their positions, such staff serve important public relations functions for the school. Chapter 1 examines the public relations role of school office personnel, and chapter 2 provides specific strategies for improving public and community relations. Guidelines for improving office practices and school relations are described in chapter 3, and the fourth chapter offers self-help tips and reminders. (LMI)

ED 326 045 FL 018 912

Hristova, Doreana

Le faux passif: Les formes passives ayant un sens actif en francais et en macedonien (The False Passive: Passive Forms with an Active Meaning in French and in Macedonian).

PUB DATE- 90
NOTE- 8p.
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contrastive Linguistics; Foreign Countries; *French; *Language Patterns; *Semantics; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Macedonian; *Passives

In both French and Macedonian there are constructions that are reminiscent of the passive but their meaning is active. In French this occurs with participial statements that appear to have either an instrumental relationship or be a chronological marker (e.g., "le dejeuner fini,..."). In Macedonian, one only adds a marker showing anteriority in the subordinate clause for this construction to be acceptable. These constructions are examined more closely and compared for their structure and usage. (MSE)

ED 326 061 FL 018 979

Omar, Alwiya S.

How Learners Greet in Kiswahili: A Cross Sectional Survey.

PUB DATE- 90
NOTE- 25p.; Paper presented at an International Conference on Pragmatics and Language Learning (1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; College Students; Contrastive Linguistics; English; Higher Education; *Interpersonal Communication; Introductory Courses; Knowledge Level; *Pragmatics; *Role Playing; Second Language Learning; Surveys; *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Indiana University; *Turn Taking

A study investigated how American learners acquire the pragmatics of Kiswahili greetings in a foreign language context. Subjects were 16 beginning, 12 intermediate, and 4 advanced students. After an initial month-long observation period, the following hypotheses were formed: (1) learners do not readily initiate greetings; and (2) most learners may respond to a greeting but may not elaborate. The hypotheses were then tested using data obtained from a series of elicitation tasks using verbal and written role-plays. For each role-play, the number of turns taken in greetings were counted. Results suggest that learners of Kiswahili lack the pragmatics of Kiswahili greetings even though they know the different forms of greetings required. Apparently, most learners regarded the language class and instructors' offices, the settings for the role-play tasks, as no different from other classes or instructors' offices and came to them with the semantic formulas and pragmatics of their native language. In addition, pragmatic performance did not always correlate with grammatical competence; learners at different levels were at different stages of pragmatic development. Further research on creating an environment more conducive to target language use, native speaker greeting behaviors, and individual differences in pragmatic performance is recommended. (MSE)

ED 325 630 CE 056 130

Employment and Training Administration (DOL), Washington, D.C.
Portraits of Progress. Job Training Partnership Act.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disabilities; *Disadvantaged; *Employment Programs; *Federal Programs; Females; High School Equivalency Programs; *Job Training; Males; Minority Groups; Nontraditional Occupations; *Outcomes of Education; Personal Narratives; Postsecondary Education; *Program Effectiveness
IDENTIFIERS- *Job Training Partnership Act 1982

This booklet contains 13 one-page vignettes describing the experiences of persons who have successfully completed Job Training Partnership Act (JTPA) programs and gone on to success in various fields or in further education. Many of the persons profiled are members of minority groups, high school dropouts, dislocated workers, disabled persons, and/or women. Each story includes a photo of the individual described and the name of the program attended. The final page of the booklet contains statistics about the services of JTPA programs for its first 6 years (1983-89): training services for economically disadvantaged persons; summer youth employment and training programs; and employment and training assistance for dislocated workers. (KC)

ED 325 771 CG 022 925

Boyd, Vivian; And Others
Maryland Univ., College Park. Counseling Center.
Parents as Referral Agents: A Retention Intervention. Research Report #10-90.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Students; Higher Education; *Parent Child Relationship; *Parent Role; Program Effectiveness; *School Holding Power

Parents who are sufficiently aware of the specific campus resources available to help students confront barriers to academic success, may serve as referral agents for their children. This study combined the interest of parents in helping their child have a successful experience at college, with the availability of the "Resource Manual," which lists and briefly describes the variety of resources available to students at the University of Maryland at College Park. During two sessions of the 1988 Summer Parent Orientation, a parents' support project was described, in which parents would be given information sufficient to help them serve as resource referral agents for their children. Sets of interested parents (N=69) were identified and sent a copy of the Resource Manual. Sets of parents (N=50) were randomly selected from a Parent Orientation session in which no mention of the parents' support project was made to serve as a comparison group. Students whose parents participated in the parents' support project persisted at significantly higher rates than students in the comparison group, and did so in good academic standing. Giving parents support materials seemed to be an effective and cost-efficient way of helping their students achieve their academic goals. (ABL)

ED 325 947 EA 022 435

Badarak, Gary W.
Appalachia Educational Lab., Charleston, WV. Policy and Planning Center.
Recapturing the Policymaking Function of State Boards of Education. Policy Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Educational Administration; Elementary Secondary Education; Governance; Models; Organizational Communication; *Policy Formation; *Politics of Education; *State Boards of Education; State Legislation

A review of literature on state education governance, with a focus on strengthening the role of the state boards of education in policymaking, is presented in this report. Four themes include current recommendations of various groups, the context of governance, governance structures, and key actors in state education policymaking. Policy implications from state legislative research are discussed. A conclusion is that changes in state boards of education entail not only organizational changes, but a paradigm shift. A recommendation is made for increasing state board interaction with the state legislature to influence policy formation. Six tables are included. (26 references) (LMI)

ED 326 062 FL 018 980

Lambert, Richard D.
Johns Hopkins Univ., Washington, DC. National Foreign Language Center.

Language Policy: An International Perspective. NFLC Occasional Papers.

PUB DATE- 90
NOTE- 12p.; Keynote address of the Language Policy Group at the International Symposium on Language Learning of the Etats Generaux des Langues (Paris, France, April 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Comparative Education; *Educational Policy; Foreign Countries; Government Role; *Language Role; *Multilingualism; *Political Influences; *Public Policy; Second Language Instruction

A discussion of government language policies involving more than one language looks at two policy issues: the teaching of ethnic languages and the teaching of foreign languages. A primary issue in ethnic language policy is the reconciling of competing claims of different language communities, which often represent extralingual competition and conflict among ethnic groups. Such ethnolinguistic relationships may be characterized by the degree of polarity, the status, and the territoriality of the groups. These characteristics in a number of societies around the world, including the United States, are briefly surveyed. While linguistic policy is seen as hostage to ethnic politics, foreign language policy is viewed as involving a different and complex set of decisions by the state. Steps in formulating a national foreign language policy include charting the ways in which the many different activities and organizations engaged in foreign language instruction add up to a de facto national system, determining the extent to which that system serves national needs, resolving discontinuities in the system, determining national goals, and deciding which languages to teach. It is concluded that ethnic and foreign language policies are both separate and interrelated in their effects, and that comparative language policy analysis merits further development. (MSE)

ED 326 079 FL 800 194

Green, Karen Reed; Reder, Stephen
Northwest Regional Educational Lab., Portland, Oreg.

Factors in Individual Acquisition of English: A Longitudinal Study of Hmong Adults.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 36p.; Paper presented at the Hmong Conference II: The Hmong in Transition (Minneapolis, MN, November 17-19, 1983).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Comparative Analysis; *English (Second Language); Hmong; *Hmong People; *Immigrants; Individual Differences; Language Proficiency; Language Tests; *Literacy; Longitudinal Studies; Second Language Learning; *Time Factors (Learning); Uncommonly Taught Languages; Vocabulary Development

This study documented English acquisition by a group of Hmong adult immigrants over a period of one year, and explored the factors that appeared to be affecting their progress. Based on three measures (a test of listening comprehension, communication, fluency, reading, and writing; a pictured English vocabulary recognition test; and a written English vocabulary test), it was found that learning was taking place, slowly, 2 to 4 years after arrival in the United States. Individuals' relative positions within the group with regard to English proficiency remained much the same over time. Both the individuals' experiences before arrival and their current activities were found to be highly correlated with English proficiency. Analyses indicate that certain background characteristics, especially proficiency in reading Hmong, age, and amount of education received before immigration, are strong predictors of English proficiency. As additional data are analyzed, particular attention will be paid to the apparently strong role played by literacy in Hmong, and to the pervasive interaction between literacy and language acquisitions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 095 HE 023 995

Pelavin, Sol H.; Kane, Michael
Changing the Odds: Factors Increasing Access to College.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Access to Education; *College Attendance; College Bound Students; Course Selection (Students); Educational Attainment; *Enrollment Influences; Ethnic Groups; Family Income; Geometry; Graduation; Higher Education; High Schools; *Low Income Groups; *Minority Groups; Racial Factors; Secondary School Mathematics; Student Characteristics; Student Educational Objectives
IDENTIFIERS- High School and Beyond (NCES)

The study investigated, for both poor and minority students, how demographic characteristics, college aspirations, and high school courses affected college attendance and college completion. The issue of minority college attendance and completion is explored, and previous studies and available data are reviewed. The High School and Beyond database is described, and analyses of data from 15,941 high school sophomores are reported in three chapters, covering: (1) relationship of high school course-taking to college attendance; (2) effect of race/ethnicity and family income on high school course-taking; and (3) impact of race/ethnicity, family income, and high school courses on college graduation. Results show significant differences between minority and white and between poor and non-poor students in college attendance and completion. Minority students lag slightly behind white students in the percentage aspiring to a bachelor's degree. Results also show that geometry is a particularly strong gatekeeper for minority and poor students, especially for those who aspire to obtain a bachelor's degree. An appendix lists course titles included in the analysis. (Eight references.) (JDD)

ED 326 110 HE 024 010

Kuh, George; And Others

Influence of Collegiate Environments on Student Learning. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Environment; College Students; *Educational Environment; *Extracurricular Activities; Higher Education; Individual Development; *Institutional Characteristics; Research Methodology; *Student Development

IDENTIFIERS- *ASHE Annual Meeting

A study investigated whether college environments known to provide unusually rich out-of-class learning opportunities are associated with different patterns of student learning and personal development. Data were gathered during a year-long examination of institutional conditions associated with student involvement in out-of-class learning opportunities at 14 colleges and universities (Iowa State University; Miami University, Ohio; Stanford University, California; University of California-Davis; Berea College, Kentucky; Earlham College, Indiana; Grinnell College, Iowa; Evergreen State College, Washington; University of Alabama--Birmingham; University of Louisville, Kentucky; University of North Carolina-Charlotte; Wichita State University, Kansas; Mount Holyoke College, Massachusetts; and Xavier University of Louisiana) of three types: small residential, large residential, and urban. About 1,300 staff, alumni, and trustees were interviewed and 3,603 undergraduate students were surveyed. Four conclusions are drawn: (1) the small residential college environments were associated with patterns of student learning that differed appreciably from both types of larger institution; (2) for students at large institutions, one's peers seem to be as important to student learning as faculty; (3) a cumulative index of learning obfuscates the diverse patterns of learning and the influence of different environmental characteristics on learning; and (4) surrogate indices of institutional culture seem to be associated with student learning but in ways that are difficult to explain. Includes 33 references. (MSE)

ED 326 124 HE 024 024

Neal, John E.

An Examination of Disciplinary Differences in Factors Related to Job Satisfaction among Liberal Arts College Faculty Members. ASHE Annual Meeting Paper.

SPONS. AGENCY- Council of Independent Colleges, Washington, D.C.

PUB DATE- Nov 90

NOTE- 49p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Job Satisfaction; *Liberal Arts; Need Gratification; *Quality of Working Life; Self Actualization; *Work Environment

IDENTIFIERS- *ASHE Annual Meeting

The study attempted to determine liberal arts college faculty perceptions of their careers and professional needs and specific strategies for enhancing faculty job satisfaction in their roles as teachers, scholars, and members of different disciplinary groups. A total of 9,204 full time faculty at 142 participating colleges, all of them undergraduate institutions with enrollments under 3,000, were surveyed, and 4,271 responded for a response rate of 46%. Of this number 3,922 reported a faculty rank of assistant, associate, or full professor (ranks of lecturer, instructor, emeritus professor, or "other" were not included). Analysis of responses involved placing faculty members into one of four groups depending on their disciplinary identification, i.e., whether the discipline was considered hard (mathematics, biology, etc.) or soft (music, philosophy, etc.), and whether they were pure or applied disciplines. Analysis indicated that faculty perceptions among all groups regarding the college's prestige and security, as well as the opportunity to be creative, were significant factors in job satisfaction. However, the degree to which each was seen as important to job satisfaction varied, sometimes significantly, between disciplinary groups. The study's results suggested that the presence of both intrinsic and extrinsic job characteristics relate significantly to satisfaction, and therefore, an increased awareness of these characteristics and needs can assist members of the professoriate in exerting more control over the design and operation of their work environment. Tables and an appendix are included. Contains 17 references. (GLR)

ED 326 139 HE 024 041

Waggener, Anna T.; And Others

Significant Similarities between Accredited and Non-Accredited Colleges.

PUB DATE- Nov 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Administrator Attitudes; College Presidents; Comparative Analysis; Eligibility; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Two Year Colleges

IDENTIFIERS- Southern Association of Colleges and Schools

This study investigated the relationship of accreditation and institutional characteristics, social-psychological factors of college presidents, and institutional compliance abilities. It also sought to determine if there were selected differences between two year and four year institutions. The Survey of Interpersonal Values was mailed to 249 college presidents of two-year and four-year accredited and non-accredited institutions. The survey measured support, conformity, recognition, independence, benevolence, and leadership. Compliance abilities for membership in the Southern Association of Colleges and Schools were also measured. Prominent factors related to accreditation were institutional compliance abilities and institutional characteristics. There was no significant relationship between accreditation and the social-psychological factors of college presidents. Two-year and four-year institutions differed on institutional age, full-time equivalent enrollment, and full-time faculty. Includes six references. (JDD)

ED 326 154 HE 024 056

Hymel, Glenn M.

Philosophical Psychology in the Undergraduate Curriculum: An Inexcusable Neglect.

PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Society for Philosophy and Psychology (New Orleans, LA, March 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Content; *Curriculum Development; Higher Education; Majors (Students); *Philosophy; *Psychology; Student Educational Objectives; Undergraduate Study
IDENTIFIERS- *Philosophical Psychology

The almost total neglect of philosophical psychology as an area of curricular focus in undergraduate programs for the psychology major is examined. Three perspectives from which philosophical psychology may be addressed are surveyed and include: (1) the philosophy of mind; (2) problems indigenous to both philosophy and psychology; and (3) the classical Aristotelian-Thomistic tradition. The paper discusses philosophical psychology in terms of its nature and scope, its methodology, comparison with experimental psychology, and its importance. It is recommended that coursework of a multidisciplinary nature be introduced, focusing on historical figures and systems to augment scientific psychology. A more immediate intervention might take the form of simply supplementing conventional coverage in general psychology courses and history/systems psychology courses with material appropriate to one or more of the three perspectives that philosophical psychology may assume. Includes 20 references. (DB)

ED 326 170 HE 024 076

New England Board of Higher Education, Boston, MA.
Economic Competitiveness and International Knowledge. Special Policy Briefing for Maine Legislators.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Jan 89
NOTE- 77p.; For related documents, see HE 024 077-081.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Role; Economic Change; *Economic Development; Economic Impact; *Educational Cooperation; Educational Needs; Financial Support; Global Approach; Higher Education; *International Trade; Research and Development; School Business Relationship; Technology Transfer
IDENTIFIERS- *Maine; *New England

New England's economic competitiveness in a global economy and the role of the area's colleges and universities in contributing to that competitiveness are discussed, including a review of a similar analysis from the perspective of the state of Maine. The report examines information developed from a study having three research components: (1) the internationalization of the New England economy; (2) the attitudes of corporate, government, and university leaders on higher education's role in preparing for a global economy; and (3) a 40-campus study of what is and is not happening in this preparation. Recommendations at the regional level and for higher education institutions are presented. In addition, Maine's economy and the state's higher education institutions are examined in the context of being able to meet international competitiveness. Among the topics covered are: Maine's trading position and international awareness; business-university cooperation and coordination in developing competitiveness; R&D investments; funding availability; technology transfer and technical assistance; and educational needs. Recommendations are presented to enhance the Maine higher education community's response to the challenge of global competitiveness. The appendix includes a trade profile for Maine. (GLR)

ED 326 185 IR 014 700

New York State Education Dept., Albany. Bureau of Technology Applications.
Resource Manual on the Use of Computers in Schooling.
PUB DATE- Mar 89
NOTE- 287p.; Use of colored paper from pages II-1 through V-5 may limit reproducibility. The evaluation form mentioned on p. vii is not included with this ERIC document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Instructional Innovation; Program Descriptions; School Districts; State Departments of Education; *State Programs; *Teaching Methods; *Telecommunications
IDENTIFIERS- New York

This resource manual is designed to provide educators with timely information on the use of computers and related technology in schools. Section one includes a review of the new Bureau of Technology Applications' goal, functions, and major programs and activities; a description of the Model Schools Program, which has been conceptually derived from the paper "Effective Schooling, Reasoning, and Computer Technology"; and a series of perspectives and initiatives on the use of computers and technology written by staff from both the Office of Elementary and Secondary Education and the Office of School Improvement and Support. A department contact person is named for each department perspective. Section two is a compendium of descriptions of promising technology programs and practices in New York State schools. These descriptions also name contact persons. Section three includes a description of distance learning and profiles of distance learning planning and implementation projects that were funded in 1986-87 and 1987-88 under the Technology Network Ties (TNT)/Distance Learning Grant Program. Section four contains descriptions of National Diffusion Network (NDN) programs which use technology for instructional purposes. Section five is a glossary of words used frequently in these papers and project descriptions. (Author/DB)

ED 326 200 IR 014 741

Modesitt, Kenneth L.
Lessons Learned in Computer-Based Learning.
PUB DATE- Nov 89
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; Courseware; Educational Technology; *Educational Trends; Higher Education; *Industrial Training; *Instructional Development; Mastery Learning; Personal Narratives
IDENTIFIERS- PLATO

This personal account of the development of computer-based learning from the 1960s to the present argues that the 1960s were a period of gestation. Instructional applications of computers at that time included efforts to simulate physics experiments and the debut of the PLATO system, which already had the ability to deliver interactive instruction via a computer located miles away. Computer-assisted instruction (CAI) spread to academia in the 1970s, with CAI courses and PLATO workshops being held for both university faculty and students early in the decade. Students were enthusiastic about the system, and faculty at Indiana University-Purdue University at Fort Wayne teamed with students trained in the Tutor language of PLATO to develop CAI materials. PLATO materials were used in the implementation of the personalized system of instruction in the classroom, which involved mastery learning, self-paced instruction, lack of lecture, written material for each unit, and peer tutors. No longer considered 'toys,' and accepted for use in university environments, computer-based training was introduced into the work setting in the late 1970s to meet corporate training needs. The early 1980s saw computers finding widespread applications in both the school and the home with drill-and-practice lessons and small computer games. Software was developed for the home market, and PLATO materials for a large time-shared mainframe were adapted for use with a home computer that could be tied into a larger network at times. The focus on commercial markets for CAI continued in the late 1980s, technology was refined, and more and more applications in a variety of settings were developed. Predictions for the 1990s include a resolution of the schism between those who view CAI as helping people to learn how to do something, and expert systems, as helping people to do something directly. (23 references) (DB)

ED 326 214　　　　IR 052 713

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference 1988. Open Forum on IFLA Core Programs; Section on INTAMEL; Libraries Serving Disadvantaged Persons; Libraries for the Blind; Children's Libraries; School Libraries.

PUB DATE- Sep 88

NOTE- 199p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Childhood Interests; Cultural Pluralism; *Disabilities; Early Childhood Education; Elementary Education; Foreign Countries; Hospital Libraries; Information Needs; *Library Science; *Library Services; *Public Libraries; *School Libraries

IDENTIFIERS- Aboriginal People; *Childrens Libraries; Maori (People)

Twenty-one papers from the Open Forum on Core Programs are included in this collection: (1) "The IFLA (International Federal of Library Associations) UAP (Universal Availability of Publications) Programme" (M. F. Plassard, IFLA Programme Officer); (2) "Progress Report on IFLA Core Programme for Universal Dataflow and Telecommunications (UDT)" (L. Swain, Canada); (3) "The IFLA UBCIM (Universal Bibliographic Control International MARC) Programme" (W. Roberts, IFLA Programme Officer); (4) "Core Programme on Preservation and Conservation" (M. Smith, Australia); (5) "Public Library Cooperation in the New York Metropolitan Area" (E. Holmgren, United States); (6) "Cooperation--The Key to Services for People with Special Needs" (V. Moon, Australia); (7) "Public Library Services to Business and Industry" (H. Tait, New Zealand); (8) "How To Develop and Maintain Library Services in Hospitals on a Professional Basis: The Swedish Experience" (G. Malmgren-Neale, Sweden); (9) "Adult Literacy Provisions in Australia" (C. Yuen & V. Moon, Australia); (10) "Project Progress Report--Working Group on Illiteracy" (E. Dimattia, United States & L. Siitonen, Finland); (11) "Let Us All Enjoy a Book" (I. Tucker, Australia); (12) "The Philosophy of Library Services for People with Disabilities--An Incentive to Change?" (S. Bruhn, Australia); (13) "Audio Services for the Blind and Partially Sighted in Public Libraries" (C. F. Pinion, United Kingdom); (14) "Parents Sharing and Encouraging Children's Reading in Australia" (H. Hume, Australia); (15) "Reading Programmes for Pre-School Maori Children (Kohnaga Reo Book Pilot Scheme)" (J. Frater, New Zealand); (16) "Children's Librarians--Providing Towards a Lifelong Habit of Reading" (C. Thompson, New Zealand); (17) "Multiculturalism: Challenges and Opportunities for School Librarians" (L. Thomas, United States); (18) "The Maori Dimension in New Zealand Schools" (G. Andrews, New Zealand); (19) "The Australian Schools Catalogue Information Service (ASCIS): Its Environment, Clients and Services" (G. Cane, Australia); (20) "Measuring the Performance of Public Libraries" (N. Moore, United Kingdom); and (21) "An Aboriginal Perspective on How Aborigines Are Portrayed in Children's Literature" (R. Murray, M. Brickell, P. Bamblett, Alan Queary, & P. MacIntyre, Australia). (CGD)

ED 326 227 IR 053 254

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference, 1989. Introduction to IFLA's Core Programmes; Contributed Papers; Plenary Session Papers. Booklet 00.
PUB DATE- Aug 89
NOTE- 73p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 00 Papers are followed by English translations of two papers not given in English and by the Keynote Address.
LANGUAGE- French; German; Spanish; English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cataloging; Developing Nations; Fees; *Financial Support; Foreign Countries; *Information Retrieval; *Library Expenditures; *Library Planning; Library Services; Optical Scanners; Public Libraries; Technological Advancement; *Telecommunications

This collection contains three papers providing an introduction to the International Federation of Library Associations (IFLA) Core Programs, four contributed papers, and two Plenary Session papers: (1) "The Universal Bibliographic Control and International MARC (Machine Readable Cataloging Formats) Program" (Winston D. Roberts); (2) "Le Programme d'acces universel aux publications de l'IFLA (IFLA's Universal Access Program)" (Marie-France Plassard); (3) "IFLA Universal Dataflow and Telecommunications (UDT) Core Programme: IFLA Open Forum 1989" (Leigh Swain); (4) "Searching the Image Data Bank of the Bibliotheque Publique d'Information at the George Pompidou Center via the NUMERIS Network: Economic Aspects" (French and English versions; Luce-Marie Albiges); (5) "Library Funding and Economics: A Framework for Research" (Yale Braunstein); (6) "La Planificacion como incentivo de financiacion de bibliotecas publicas (Planning as an Incentive in Financing Public Libraries)" (Natividad Correas and Magdalena Vincent); (7) "Can we run libraries without books and journals?" (John Davies); (8) "Quelques problemes dans l'implantation de systemes d'information avances dans des pays en voie de developpement (Some Problems Involved in the Installation of Advanced Information Systems in Developing Countries)" (James Robredo, Tania Maria Botelho, and Murilo B. da Cunha); (9) "Priced Business Information Services from the Public Sector: Will They Succeed?" (Sheila A. E. Webber); (10) "Presidential Address: Paris 1989" (German and English versions; Hans-Peter Geh); and (11) "Libraries, Information, Economics" (Jacques Michel). (SD)

ED 326 240 IR 053 345

New York State Library, Albany.
Perspectives 1989 on Library Service Developments in New York State .
PUB DATE- 89
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Access to Information; Annual Reports; *Archives; *Government Publications; Librarians; *Library Automation; *Library Services; Library Statistics; *Public Libraries; *State History; State Libraries; State Programs
IDENTIFIERS- Library Services and Construction Act; *New York

The 10 articles in this theme issue provide 1989 prespectives on several library service developments in New York State and on the work that preceded them: (1) "Library Systems in New York State: Opportunity for Greater Service" (Statement by the Board of Regents, September 1989); (2) "King Research Report Evaluates New York's Library Systems" (reprint from Library Journal, September, 1989); (3) "Archives, Politics, and the Public" (William B. Hoyt); (4) "The New York State Oral History Project" (Shawn Purcell); (5) "Public Library Statistics: Things Are Definitely Looking Up" (Mary Jo Lynch); (6) "The Story of the New Netherland Project" (Nancy Zeller and Peter Christoph); (7) "Statewide Automation in New York: 1985-1989" (Frederick E. Smith); (8) "Improving Access to Government Information: The New York State Document Depository Program" (Mary Redmond); (9) "The Federal Library Services and Construction Act Program Report, FY 1988"; and (10) "Regents Advisory Council on Libraries' Report to the Board of Regents Cultural Education Committee May 18, 1989." In memoriam tributes to John A. Humphrey, who was State Librarian from 1967 to 1977, and Gretchen K. Schenk, an internationally recognized consultant on library extension services, are also included. (SD)

ED 326 255 IR 053 545

Popovich, Charles J.

Beta Coefficient and Market Share: Downloading and Processing Data from DIALOG to LOTUS 1-2-3.

PUB DATE- 90

NOTE- 39p.; The two search strategies contain light, broken computer type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Databases; *Data Processing; Graphs; *Microcomputers; *Online Searching; *Search Strategies; *Spreadsheets

IDENTIFIERS- *Business Information; DIALOG; IBM PC XT; Lotus 1 2 3; *Stock Market

This article briefly describes the topics "beta coefficient"--a measurement of the price volatility of a company's stock in relationship to the overall stock market--and "market share"--an average measurement for the overall stock market based on a specified group of stocks. It then selectively recommends a database (file) on DIALOG which contains each of the subject concepts and demonstrates a step-by-step procedure for the online retrieval and post-processing of the data using Lotus 1-2-3 (Release 2.2) on an IBM PC/XT. (The specific hardware and software named are intended to serve as a model that can be expanded upon or help influence the thinking of individuals in adapting the idea to other computer systems.) The use of the REPORT command on DIALOG will illustrate how to reformat selected data from multiple records retrieved online into easily read columns for post-processing and ultimately a graph of the results. For those DIALOG databases without the REPORT command, the PARSE option on Lotus 1-2-3 will demonstrate how the post-processing of online data output can be converted into a graph. Essentially, the search results will be manipulated to the extent that actual value will be added to the information retrieved online. The article concludes with a selected list of other sources containing the beta coefficient and market share information. Two examples of online search strategies with explanatory notes and the results of various data manipulations are appended. (BBM)

ED 326 269 JC 910 003

Community Coll. League of California, Sacramento. Commission on Research.

Creating a Research Pervasive Environment.

PUB DATE- Sep 90

NOTE- 29p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) a

DESCRIPTORS- *Action Research; Change Strategies; Classroom Research; College Planning; *College Role; *Community Colleges; Decision Making; *Educational Research; *Institutional Research; *Organizational Change; Program Improvement; Research and Development; Research Utilization; Theory Practice Relationship; Two Year Colleges

Designed to promote an institutional environment in which research activities and perspectives are integral to the infrastructure of the community college, this compilation of articles presents strategies for developing and strengthening links between research and decision making. Following a brief introduction to the role of the Community College League of California (CCLC) Commission on Research's efforts to promote research, the results of a statewide discussion of the research pervasive environment held during the CCLC's 1990 annual research conference are summarized. Next, "Empowering Research," by Robert Barr, compares two modes of research: academic research which asks "Why is there a problem?" and empowering research which asks "How can the problem be solved?" "Creating the Link Between Research, Policy, and Programs," by Julie Slark, describes four strategies for making institutional research more useful. "Alternative Research Agendas for Creating a Research Pervasive Environment," by Linda Umbdenstock, describes three institutional research agendas and the types of research environments they produce. "Creating Institutional Research Users," by Merrilee R. Lewis, describes the role of the department, the institutional research committee, and the research and planning office in creating a research pervasive environment. The final essay, "The Process of Change: Integrating Research into the Organization," by Curt McCarty, examines the nature of innovation, change, and organizational decision making. The names and institutional affiliations of the CCLC staff and directorship are attached. (JMC)

ED 326 283 JC 910 017

Craig, Ford M.
An Assessment of How To Organize Effectively the Function of Institutional Research in the Mid-Plains Technical Community College Area.
PUB DATE- Jan 91
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; Administrator Attitudes; Community Colleges; Data Collection; Educational Researchers; *Institutional Research; Multicampus Districts; Program Administration; Questionnaires; *Research Needs; School Surveys; Two Year Colleges

In 1990, a survey was conducted of colleges in the Mid-Plains Technical Community College (MPTCC) area to determine the most effective organizational structure and staffing patterns for institutional research and to assess the kinds of information most needed. The survey instrument was mailed to 30 administrators in the Area Office and at Mid-Plains Community College and McCook Community College (Nebraska). Study findings, based on a 96.7% response rate, included the following: (1) 75.9% of the administrators felt that there was a need to organize the function of institutional research in the MPTCC area; (2) 48.3% supported an organizational structure consisting of one Area Office staff person with designated campus contacts, while 37.9% supported the appointment of individual campus institutional research personnel; and (3) over 75% of the respondents felt that the most needed and important areas of research were collection of data to influence state legislation, research to secure federal grants, needs assessments, public relations, institutional effectiveness and outcomes, and market surveys. The survey instrument is included. (GFW)

ED 326 296 PS 018 287

Koh, Edgar, Ed.
United Nations Children's Fund, New York, N.Y.
Early Childhood Development.
PUB DATE- Jan 89
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Child Development; *Developing Nations; Field Trips; Foreign Countries; Immunization Programs; Mass Media; Medical Education; Parent Education; Program Descriptions; *Program Development; Statistics; *Visual Literacy; *Young Children
IDENTIFIERS- *International Child Development Center (Italy); Italy (Florence); National Health; National Wealth; *UNICEF

Focused on early childhood development, this "UNICEF Intercom" asserts that developmental programs should aim to give children a fair chance at growth beyond survival. First presented are moral, scientific, social equity, economic, population, and programatic arguments for looking beyond the fundamental objective of saving young lives. Supplemental articles concerning Vietnam, China, rural Africa, and other countries, recount recent UNICEF efforts in this field, enumerate types of child development approaches, examine the importance of educating parents, analyze CHILD-to-child programs, and look at how children are cared for in some countries while their mothers are at work. Additional materials concern the opening of the International Child Development Center in Florence, Italy, a field visit to Bangladesh after the floods, immunization in the Dominican Republic, statistics concerning relationships between national health and wealth, medical education, communication and visual literacy in Kathmandu (Nepal), development education, new publications, fund-raising with Spider-Man, and a special event marking United Nations Day in Barbados. (RH)

ED 326 312 PS 019 196

Meisels, Samuel J.; And Others
Testing, Tracking, and Retaining Young Children: An Analysis of Research and Social Policy.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 46p.; A commissioned paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Criteria; Criterion Referenced Tests; Early Childhood Education; Educational Practices; *Educational Testing; Grade Repetition; Guidelines; Kindergarten; Minority Group Children; Norm Referenced Tests; Racial Bias; Research Needs; *School Readiness Tests; *State Programs; *Test Selection; *Test Use; Track System (Education); *Young Children
IDENTIFIERS- *Georgia

Many professionals are convinced that more testing, tracking, and retention are taking place in the early school years than ever before. They also believe that developmentally inappropriate modifications to curricula are being implemented. As a result of inappropriate use of standardized tests, disproportionate numbers of poor and minority children have been retained or placed in extra-year programs. This paper explores these issues and makes recommendations concerning uses of assessment data and alternatives to conventional testing practices. The report also discusses the large number of unready, at-risk children entering kindergarten. Sections of the text focus on: (1) issues and background on testing, tracking, and retention; (2) high stakes testing, i.e., the use of tests to make important decisions that immediately and directly affect those tested; (3) a rational perspective on tests and testing; (4) ways in which schools, teachers, and tests are failing minority children; (5) a rationale for testing young children, guidelines for deciding to use particular kinds of tests, characteristics of norm-referenced and criterion-referenced instruments, and criteria for selecting developmental screening instruments and school readiness tests; and (6) needed research about alternatives to standardized testing. Ninety-seven references are included. (RH)

ED 326 329 PS 019 286

Frantz, Stephanie J.

Increasing the Awareness of Questionable Trends and Practices in Kindergarten for Administrators and Teachers through a Series of Presentations.

PUB DATE- 90

NOTE- 67p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; *Educational Practices; *Educational Quality; *Educational Trends; *Kindergarten; Preschool Teachers; Primary Education

IDENTIFIERS- *Academic Load; *Developmentally Appropriate Programs

An education agency's early childhood resource developer implemented and evaluated a practicum intervention designed to increase administrators' and teachers' awareness of questionable trends and practices in kindergarten education. Most of the kindergartens in the agency's area had a highly academic, lock-step curriculum; used standardized testing and screening as school entry procedures; and actively practiced redshirting and other forms of retention. Intervention consisted of the development of four research-based presentations on kindergarten trends and practices. The presentations were aired live through closed circuit television at sites in a seven county area. Sixty-four teachers and administrators registered and participated in the series of four sessions. Presentations: (1) offered an update of changes in kindergarten education and recent research findings on children's learning; (2) focused on assessment of a kindergarten program and components of a developmentally appropriate curriculum; (3) addressed the issues of testing, retention, redshirting, and 2-year kindergarten programs; and (4) reviewed the issues of grade cards, the value of observations and portfolios, and parent involvement. Evaluation data indicated that outcomes were positive. Related materials, such as surveys and questionnaires, packet descriptions, and presentation agendas, are appended. (RH)

ED 326 344 RC 017 825

Gale, Nancy
Native American Development Corp., Washington, DC.

Pass the Word. A Resource Booklet for the Native American Community Concerning New Concepts about Alcoholism.

SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; *Alcoholism; American Indian Education; *American Indians; Community Action; *Community Attitudes; Drug Abuse; Prevention

Attitudes toward alcohol abuse are changing in Indian country. A number of separate but complementary attitudes are creating a circle of support in the fight against alcohol abuse. These new attitudes hold that: (1) Native Americans are not condemned by their race to a destiny of alcohol-related problems, but, rather, have a choice; (2) abstinence is an acceptable option; (3) the non-drinker need not be isolated and lonely; (4) the community is responsible for addressing alcoholism and drug abuse and must act to offer alternative activities; and (5) success is possible. Among the new concepts about alcoholism that have emerged in the past decade are the ideas that alcoholism: (1) is a family and community disease; (2) affects multiple generations; (3) is the tip of an iceberg, riding atop a mass of other problems; and (4) often coexists with other specific problems such as depression and cultural shame. In the fight against alcohol abuse, American Indians have some special cultural attributes that can help them, including extended family networks, close-knit communities with strong identities, and holistic world views. Native Americans are headed in the right direction and must use their resources to maintain the movement against alcohol and drug abuse. (SV)

ED 326 357 RC 017 902

Silverman, Bob; And Others
Alaska State Dept. of Education, Juneau.
Alaska Statewide Assessment 1989 Survey. machine-readable data file
PUB DATE- 89
NOTE- For background information on this dataset, see RC 017 697. Tape is in ASCII format, with SPSS setup. Three records per tested student = 70,333 records.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Education; Grade 4; Grade 6; Grade 8; Indigenous Populations; Principals; Public Schools; School Administration; School Districts; Special Education; State Surveys; *Student Attitudes; *Student Characteristics; *Student Evaluation; Student Needs; Teachers
IDENTIFIERS- *Alaska; Iowa Tests of Basic Skills

This dataset contains information collected by the 1989 Alaska Statewide Assessment Survey. The respondents of the survey were students in grade 4, 6, and 8 across the state, their teachers, and school principals. A total of 23,436 cases, representing more than 95% of the eligible students, are included in the dataset. The tape contains five sections of variables: (1) teachers' description of students' social background (age, sex, race or ethnicity), native language, and participation in special educational programs (e.g., Chapter I programs, correspondence study, migrant student programs, and bilingual programs); (2) students' self-report on their academic attitudes (liking specific subjects and courses) and study habits (hours spent on specific courses, learning strategies, and special needs); (3) principals' evaluation of school organization, climate, and leadership philosophy; (4) students' test performance on Iowa Tests of Basic Skills (itemized by specific subjects at each grade level); and (5) school district characteristics derived from the 1988-1989 state report (e.g., pupil/teacher ratio, cost per pupil, and governance type). A group of scales that were manipulated from the raw measures are included in the dataset. The dataset represents the result of the first undertaking in Alaska that used a nationally normed test instrument to conduct statewide assessment. (GGH)

ED 326 371 RC 017 924

Samoff, Joel

Defining What Is and What Is Not an Issue: An Analysis of Assistance Agency Africa Education Sector Studies.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 15 Mar 90

NOTE- 17p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Educational Administration; Educational Finance; Educational Needs; *Educational Policy; *Educational Research; Foreign Countries; Public Policy; Relevance (Education); Research Problems

IDENTIFIERS- *Africa

Recent studies portray African education in a state of stress. Since it is widely believed that education is critical to development, proposals for addressing this crisis have been numerous and frequent. A knowledge base of research studies has to be created to advise the external agencies that support education in Africa. Many studies were, however, incomplete and non-scholarly. The resulting reports were not widely circulated, as they carried access restrictions imposed by the sponsoring agency. This paper attempts to provide an overview of education sector studies in Africa. It contains an introduction to over 100 studies submitted through August, 1989; a review of the major themes; and an analytical commentary on what is and what is not contained in the studies. The emerging consensus from these studies about what is wrong with African education and how it ought to be restructured is discussed. Four themes appear in most of the studies: (1) the curriculum does not match the job market; (2) a larger share of the cost of education should be paid by the students and their parents; (3) the authority and responsibility for schools should be decentralized to improve local responsiveness and efficiency and to decrease corruption; and (4) internal and external efficiency are useful standards for evaluating educational policies, programs, and expenditures in all countries. The appendix contains a listing of the studies by country with UNESCO Database numbers. (ALL)

ED 326 386 SE 051 745

Handelsman, Kenneth G.
Increasing the Skill and Knowledge Level of Low Level Students on Linear Equations.
PUB DATE- May 89
NOTE- 52p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; Computation; *Computer Assisted Instruction; Computer Uses in Education; *Equations (Mathematics); High Schools; Mathematical Concepts; Mathematical Formulas; Mathematics Education; Pretests Posttests; *Problem Solving; *Secondary School Mathematics; Student Attitudes; Surveys; Thinking Skills
IDENTIFIERS- IBM Personal Computer

This practicum describes a computer assisted instructional (CAI) program written in the computer language BASIC. This computer program was designed to help 11th and 12th grade algebra students (n=15) better understand the concept of linear equations. The program has three sections: the first is a tutorial, the second section gives the student the opportunity to answer questions on linear equations with immediate feedback, and the last section is a test. With this CAI program, teachers will have an alternative method of teaching algebra other than with a textbook and chalkboard. After 4 weeks of use, students in the target group showed significant gains in their abilities to write linear equations. Included in this study are the purpose, research and solution strategy, methodology, results as well as a copy of an attitudinal survey, and recommendations. Appended are test results from the district, school, and classroom, copy of the pretest and posttest, instructions for utilizing the CAI program, and a flowchart of the program. (Author/KR)

ED 326 402 SE 051 761

Price, Suzanne M.
Using CAI To Improve Participation and Achievement in Science Research Projects in Middle School Science.
PUB DATE- Aug 89
NOTE- 86p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computer Uses in Education; Educational Improvement; Intermediate Grades; Junior High Schools; Middle Schools; Process Education; Science Education; *Science Fairs; *Science Instruction; *Secondary School Science; *Student Participation; *Student Research
IDENTIFIERS- *Apple II

The high percentage of students not participating in or completing a science research project has been a recurring problem for science teachers. In this project, three variables influencing the problem are identified: (1) students' failure to engage in an active search for science research topics; (2) inadequate resource materials at the middle school level; and (3) students' failure to adequately research the topic prior to designing the experiment. Software was created for the Apple IIe computer that assisted students in their search for research topics. In addition, the software helped students conduct a literature search by offering research guidance. Finally, the software offered students specific examples of experimental designs in the areas of science that interested students. The targeted students spent two weeks using the software and an additional three weeks completing the science research projects. Student progress was observed and recorded and an attitude survey was administered before and after the completion of the science research adventure. It was concluded that this practicum increased student motivation and interest in the science research project and resulted in higher participation in all phases of the research. The document includes the purpose of the project, a brief literature review, a summary of the methods used, results, and recommendations. Appendices include a copy of the student attitude surveys, statistics, a student guide, a teacher guide, correspondence, and summary results. (CW)

ED 326 419 SE 051 778

Konold, Clifford
Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.
Belief in Equally-Likely vs. Unequally-Likely Events. Draft.
PUB DATE- Jun 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cognitive Structures; *Computer Uses in Education; Concept Formation; *Curriculum Development; High Schools; Learning Processes; Mathematical Concepts; Mathematical Logic; Mathematics Education; *Misconceptions; Pretests Posttests; *Probability; *Secondary School Mathematics; *Statistics

One of the most common misconceptions about probability is the belief that successive outcomes of a random process are not independent. This belief has been dubbed the ''gambler's fallacy''. The belief that non-normative expectations such as the gambler's fallacy are widely held has inspired probability and statistics instruction that attempts to counter such beliefs. This study presents an investigation of student performance pre and post instruction on problems dealing with these kinds of statistical misconceptions. Instruction consisted of 10 laboratory sessions, 1.5 hours each, delivered to 16 high school students attending a summer mathematics program at Mount Holyoke College (Massachusetts). The instruction included computer simulations that were intended to provide students with sufficient data to refute expectations based on the representativeness heuristic, as well as other misconceptions about chance. Student performance suggests that a belief in representativeness may not be as widespread as thought, and that curriculum development aimed at countering this belief should proceed cautiously. In addition, student who apparently do not have a well-developed understanding of independence in random sampling may nevertheless answer such problems correctly based on reasoning that is fundamentally non-probabilistic. Thus, many items currently being used to assess conceptual development may be insensitive to certain misconceptions about probability. Student misconceptions about probability need to be better understood if more appropirate mathematics instruction is to be achieved. (KR)

ED 326 435 SE 051 797

Fraser-Abder, Pamela

Determinants of Science Achievement at the Elementary Level in a "Minority" Population.

PUB DATE- 90

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Science; *Females; *Foreign Countries; *Parent Influence; Private Education; Public Schools; Science Education; *Sex Differences; Socioeconomic Status

IDENTIFIERS- *Science Achievement; *Trinidad and Tobago

In recent years, great interest has been generated in the determinants of science achievement. This study examines some of the postulated determinants of science achievement at the elementary level. The determinants examined are gender, parental occupation, socio-economic status, school gender, and school type. The 977 students who served as subjects were randomly selected from approximately 20,000 Trinidadian students who wrote the 11+ examination in March 1989. They were spread among 9 denominational and 6 government schools, were equivalent to the U.S. grade 6, and had taken 7 years of elementary schooling. Overall, the results indicate that numerous factors appear to influence the achievement of elementary school students. Since many negative factors appear to be correlated with home background, it was recommended that this should be the starting point of intervention. (CW)

ED 326 451 SO 020 599

Wood, Gordon
Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.; Virginia Univ., Charlottesville. Center for Public Service.

The Fundamentalists and the Constitution.

PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Conflict; *Conservatism; *Constitutional History; Constitutional Law; Debate; Ethics; Fundamental Concepts; Higher Education; History; History Instruction; Moral Values; *Persuasive Discourse; *Philosophy; United States History; Value Judgment
IDENTIFIERS- *Strauss (Leo); *United States Constitution

The debate among scholars on the historical and contemporary significance of the Founding period of the United States still continues and important questions still need to be addressed. The extent to which current judicial decisions should be governed by the intentions of the Framers, and whether contemporary historical approaches tend to undermine the authority of the U.S. Constitution are among the continuing issues. At the center of such a debate are the theories of Leo Strauss, the German-born political theorist and teacher whose followers are attempting to set the agenda for public debate on the Constitution. Straussians keep alive an old-fashioned concern for political philosophy and classic political texts that is in opposition to the behaviorist and policy analysts whom the Straussians claim have taken over the government departments in universities and turned them into departments of political science. Strauss, who taught at the University of Chicago for 20 years and who died in 1973, exerted a powerful influence over many students who, in turn, disseminated his ideas to their own students and so on through four generations. Strauss admired the moral, character-forming, civic-conscious, philosophizing nature of the ideal classical republican "regime," as Aristotle called it. "Modernity" in the philosophies of Machiavelli, Hobbes, Locke, and later thinkers shattered this ancient ideal by bringing a new realism to political thought, and Straussians believe the present crisis in the West is caused by the moral relativism and pervasive "historicism" of modern political philosophy. This document reviews a collection of influential work by Straussians Herbert J. Storing, Ralph Lerner, Martin Diamond, and others. Although there are many differences among them, it is argued that the common ground shared by almost all Straussians is the tendency to study the Founding from the standpoint of the timeless truth to be found in it, and to view the Constitution in a quasi-religious or "fundamentalist" way. (NL)

ED 326 467 SO 030 432

Proctor, David R.; Hass, Mary E.

A Handbook of School-Based Community Projects for Student Participation.

PUB DATE- 18 Nov 90

NOTE- 21p.; Presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 16-19, 1990). Appended forms contain small/broken print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Citizen Participation; Citizenship Education; Community Programs; *Educational Research; Elementary Secondary Education; *School Community Programs; School Community Relationship; Social Studies; *Student Participation; Student Responsibility

Giving students a sense of efficacy in the political process is one of the most important functions of social studies education. In order to enable students to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum. This paper is the product of a literature review of school-based community service programs and a survey of individual state programs involving student participation in the community in which questionnaires were sent to all states. About 250 responses were received from state departments of education, school districts, social studies supervisors, individual teachers, and private non-profit organizations. This handbook is intended as a guide to others who are interested in developing and implementing their own programs involving student participation in the community. (Sample application, evaluation, and activity forms are appended). (Author)

ED 326 063 FL 018 983

Schmidt, Richard; And Others

Suggestions To Buy: Television Commercials from the U.S., Japan, China, and Korea.

PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Chinese Culture; *Cultural Traits; English; Foreign Countries; Japanese; Korean; *Korean Culture; *Language Styles; *Persuasive Discourse; *Television Commercials; Uncommonly Taught Languages
IDENTIFIERS- China; Japan; South Korea; United States

This study examined the differences in the use of language in television commercials from the United States, Japan, South Korea, and China to persuade viewers (consumers) to buy a product. Because cultural norms in these East Asian nations favor indirectness when suggesting or recommending, it was hypothesized that: 1) suggestions would be more frequent in commercials from the United States than in commercials from the Asian countries; and 2) imperatives would be the most frequent form of suggestion used in American television commercials, but noi in the Asian commercials. A full evening's broadcast of television commercials from China, Japan, Korea, and the United States formed the research sample for this study, and the resulting data supported both hypotheses. American television commercials employed stronger suggestions and far more imperatives than Asian commercials. While this phenomenon (directness in American advertising versus indirectness of Asian advertisers) mirrors cultural norms, it may also be the result of selling in a market economy, or a refection of advertising conventions in each country. (JL)

ED 326 080 FL 800 196

Mrowicki, Linda; And Others
Northwest Educational Cooperative, Des Plaines, IL.
Workplace Literacy Core Curriculum for Beginning ESL Project Workplace Literacy Partners in Chicago.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Cooperative Programs; *Core Curriculum; Course Content; Daily Living Skills; Grammar; Instructional Materials; Interpersonal Communication; *Introductory Courses; *Literacy Education; Program Descriptions; Vocabulary Development; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This curriculum was developed by a coalition of business and educational organizations, Project Workplace Literacy Partners in Chicago, to provide beginning workplace literacy instruction. The basic core curriculum is adaptable for use in a variety of workplace settings and in both job-specific and general work skills courses. The curriculum provides a resource list of competencies and a framework for instructional units from which teachers can develop a lesson plan. Content covers seven language use contexts, including: job performance; clarification/verification; work schedule/time sheet/paychecks; safety; general work-related interaction; social language; and general company language. Within each of these seven topic areas is a list of competencies and instructional units, which outline lesson content. Each instructional unit includes the following: the target competency; descriptions of one or two related situations; materials; vocabulary; grammatical structures for incorporation into learning activities; examples of spoken conversations or excerpts, with possible adaptations; and company-specific materials from actual worksites. A sample competency checklist and achievement test are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 096 HE 023 996

Westmeyer, Paul

Principles of Governance and Administration in Higher Education.

PUB DATE- 90

NOTE- 236p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrative Organization; *Administrator Role; Administrator Selection; Board Administrator Relationship; Change Strategies; *College Administration; *Decision Making; Educational History; Educational Planning; *Governance; Governing Boards; Higher Education; Policy Formation; Politics of Education; Student Role; Teacher Role; Theories

This book deals with the processes of making decisions and deciding upon how various kinds of decisions are to be made in higher education. Two background chapters introduce the text, one covering the history of governance and one outlining various administrative theories. This section also discusses the reality of how institutions operate, which is rarely based on a single theory. Part II, on principles and procedures, deals with organization plans, needed decisions, governance/administrative duties of individuals and groups, the decision-making process, the roles of faculty and students in governance, selection processes for administrators, and changing the administrative/governance structure. The final section describes the current situation in governance and administration in university systems and notes key questions to consider to recognize governance patterns in institutions. (JDD)

ED 326 140 HE 024 042

Barisa, Mark T.; Rogers, Julia S.
Labeling Learning Disabled College Students.
PUB DATE- 14 Nov 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); College Students; *Coping; Higher Education; *Labeling (of Persons); *Learning Disabilities; Student Adjustment; *Student Attitudes; Student Personnel Services; Student Problems
IDENTIFIERS- University of Montevallo AL

Ten University of Montevallo (Alabama) students diagnosed as having learning disabilities were interviewed concerning their feelings about being labeled learning disabled, their strategies for coping with the disability, their outlook for the future, advice for other learning-disabled students, and services offered by the university. Eight of the students felt that the term "disabled" was inappropriate to describe their situation, and preferred such terms as learning style difference or learning problem. Nine of the subjects saw both advantages and disadvantages to labeling students, with disadvantages revolving around misunderstanding of the label. All of the students admitted to some form of problem encountered in college, primarily personal difficulties and problems with teachers or studying. Students' coping strategies and advice to learning-disabled high school and college students are noted. The open-ended set of questions used in the interviews and sample responses are presented in appendices. Includes nine references. (JDD)

Brinko, Kathleen T.
Optimal Conditions for Effective Feedback.
PUB DATE- 5 Nov 90
NOTE- 23p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Behavior Change; *Feedback; Higher Education; *Instructional Improvement; Postsecondary Education; Research and Development; Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Theory Practice Relationship

The paper presents a synthesis and review of the literature in education, psychology, and organizational behavior relevant to the effects of feedback used with postsecondary teachers to improve their teaching. It is concluded that most people will change their behavior if: the feedback recipients are volunteers; a consultant mediates the feedback; the consultant is perceived by the client to be empathic, supportive, nonjudgmental, knowledgeable, and trustworthy; a variety of sources of feedback are available; the sources of feedback are nonthreatening and either equal or lower in status than the recipient; a variety of modes of feedback are available; the recipient identifies his/her own problems and goals; the feedback contains information that is concrete, irrefutable, accurate, specific, and focused toward a few specific goals; the feedback creates only a moderate amount of cognitive dissonance; the feedback reduces the recipient's uncertainty; the feedback is presented in a manner sensitive to the recipient's learning style and amount of teaching experience; the recipient is able to respond to the feedback; and positive feedback is given soon after performance and negative feedback immediately preceding the next performance. An ideal process for instructional improvement based on these findings is described. Contains 68 references. (DB)

ED 326 171 HE 024 077

New England Board of Higher Education, Boston, MA.
Economic Competitiveness and International Knowledge. Special Policy Briefing for Connecticut Legislators.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Feb 89
NOTE- 75p.; For related documents, see HE 024 076-081.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Role; Economic Change; *Economic Development; Economic Impact; *Educational Cooperation; Educational Needs; Financial Support; Global Approach; Higher Education; *International Trade; Regional Programs; Research and Development; School Business Relationship; Technology Transfer
IDENTIFIERS- *Connecticut; *New England

New England's economic competitiveness in a global economy and the role of the area's colleges and universities in contributing to that competitiveness are discussed, including a review of a similar analysis from the perspective of the state of Connecticut. The report examines information developed from a study having three research components: (1) the internationalization of the New England economy; (2) the attitudes of corporate, government, and university leaders on higher education's role in preparing for a global economy; and (3) a 40-campus study of what is and is not happening in this preparation. Recommendations at the regional level and for higher education institutions are presented. In addition, Connecticut's economy and the state's higher education institutions are examined in the context of being able to meet international competitiveness. Among the topics covered are: Connecticut's trading position and international awareness; business-university cooperation and coordination in developing competitiveness; research and development investments; funding availability; technology transfer and technical assistance; and educational needs. Recommendations are presented to enhance the Connecticut higher education community's response to the challenge of global competitiveness. The appendix includes a trade profile for Connecticut. (GLR)

ED 326 186 IR 014 723

National Inst. for Educational Research, Tokyo (Japan).
Tomorrow's Tools Today: The State of Educational Computing in Asia and the Pacific. A Report of the Regional Seminar (June 13-27, 1990).
PUB DATE- Aug 90
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Uses in Education; Developed Nations; Developing Nations; *Educational Assessment; *Educational Quality; Educational Trends; Foreign Countries; Instructional Innovation; *Program Evaluation
IDENTIFIERS- *Asia; *Pacific Region

This report contains the results of a regional seminar on computers in education organized by the National Institute for Educational Research (NIER) of Japan. In an effort to promote international cooperation and the sharing of information, 15 participants from 12 countries (Australia, Brunei Darussalam, People's Republic of China, India, Japan, Malaysia, New Zealand, the Philippines, Republic of Korea, Singapore, Sri Lanka, and Thailand) reviewed the state of computers in education in their countries; examined the results of studies on computers in education, including one initiated and coordinated by the International Association for the Evaluation of Educational Achievement (IEA); and identified general issues, problems, and concerns that are common to all. It is noted that areas identified fall within the categories of policy, hardware, software/courseware, teacher development, and general. A discussion of the problems, issues, and suggested strategies for solving problems is followed by suggested recommendations. Also included are a list of participants and their addresses, and individual reports outlining the uses of computers in education in each country. (DB)

ED 326 241 IR 053 346

Texas State Library, Austin.
Annual Program, 1991.
PUB DATE- 91
NOTE- 287p.; For the 1989 annual program report, see ED 306 966.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Disabilities; Disadvantaged; Grants; Institutionalized Persons; Library Administration; Library Facilities; *Library Networks; Library Planning; Library Services; Library Statistics; Limited English Speaking; Literacy Education; Older Adults; *Program Costs; *Program Descriptions; Public Libraries; Regional Libraries; *Shared Library Resources; *State Programs
IDENTIFIERS- *Library Services and Construction Act; Major Urban Resource Libraries; *Texas State Library

This report provides information on the Texas State Library's fiscal year 1991 Library Services and Construction Act (LSCA) state-administered program. Standard Form 424, "Application for Federal Assistance," is followed by specific requirements for resource allocations under LSCA and a summary of funding sources by LSCA priority. The majority of the document is composed of project plans for LSCA funded activities under Titles I, II, and III. Title I projects include: (1) Public Library Services to Areas without Services; (2) Public Library Services to Areas with Inadequate Services; (3) Services to the Disadvantaged; (4) Library Services for the Blind and Other Physically Handicapped Persons; (5) State Institutional Library Services; (6) Major Urban Resource Libraries; (7) Services to Limited English-Speaking people; (8) Services to the Elderly; (9) Literacy Programs; and (10) Administration. A Title II Project Plan is also included as well as two projects under Title III: (1) Planning for Cooperative Library Networks; and (2) Establishing, Expanding, and Operating Library Networks. Specific activities described include demonstrations of interlibrary cooperation, the Interlibrary Loan and Reference Referral Network, the Texas Union List of Serials, the Texas Reading Club, Regional Library Systems, Continuing Education, and the White House Conference on Libraries and Information Services. Guidelines for planning and administering LSCA programs are appended. (SD)

ED 326 256 JC 900 253

Grosz, Karen S., Comp.

Teaching and Learning Strategies for Serving Underrepresented Students: A Collection of Resource Documents.

PUB DATE- Nov 89

NOTE- 315p.; Several copyrighted articles have been removed from the original document. Some pages contain light or blurred print which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - General (020) a

DESCRIPTORS- Adult Students; *Black Students; College Role; Community Colleges; Curriculum Development; *Economically Disadvantaged; *Educationally Disadvantaged; Equal Education; Futures (of Society); Higher Education; *Learning Strategies; Literature Reviews; *Minority Groups; Program Descriptions; School Holding Power; *Teaching Methods; Two Year Colleges; Universities

Designed as a resource on teaching and learning strategies geared specifically toward underrepresented community college students, this collection of articles and reports includes the following: (1) "Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges," by Olivia Mercado, Cheryl Fong, and Rita Cepeda; (2) "Recommendations for Action from the Statewide Invitational Symposium on the Enrollment, Retention, and Transfer of Minority Students"; (3) "California Faces...California's Future--A Blueprint for Whom," by Edison O. Jackson; (4) "Accommodating the Diversity Represented by Minority Students," by James C. Henderson; (5) "Teaching Black Students: The ABC's of It," by Donna Arnold; (6) "Hispanics and Higher Education: A CSU (California State University) Imperative;" (7) "Expanding Educational Equity in California's Schools and Colleges," by the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83; (8) "Recruitment, Retention and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature," by Ofelia Arellano-Romero and John Eggler; (9) "Santa Barbara City College Academic Senate Statement on Underrepresented Students"; (10) "The Impact of Curriculum Design on Grouping Practices," by Philip Daro; (11) "Learning How to Learn," by Karen S. Grosz; (12) "GATEWAY to Success for First-Year Adult Learners: Programs and Strategies for Academic Achievement and Personal Growth," by Moylan C. Mills and Patricia Rizzolo; (13) "Defining Adult Students," by James Pappas and Rosalind Loring; (14) "The Washington Center: A Grass Roots Approach to Faculty Development and Curricular Reform," by Barbara Leigh Smith; (15) "Working with Underprepared Students: Strategies from Faculty at Long Beach City College"; (16) "Rethinking the Curriculum to Meet the Needs of Underprepared, Underrepresented, and Economically Disadvantaged Students: Majors and Courses for the 21st Century," by Dr. Nancy Clover Glock; (17) "New Majority Student Recommendations," by Bob Zavala; and (18) "President's Report: The Challenge of Cultural Diversity in the California Community Colleges," by Karen Sue Grosz. (JMC)

ED 326 270 JC 910 004

Scott-Skillman, Thelma; Fong, Cheryl
California Community Colleges, Sacramento. Office of the Chancellor.
Cooperative Agencies Resources for Education (CARE): 1989-90 Annual Report.
PUB DATE- Jan 91
NOTE- 23p.; Discussed as Agenda Item 7 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, January 10-11, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Counseling Services; *Economically Disadvantaged; Educationally Disadvantaged; Females; High Risk Students; *Nontraditional Students; *One Parent Family; Program Evaluation; *Special Needs Students; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- *Cooperative Agencies Resources for Education CA

Established by Assembly Bill (AB) 3103, the Cooperative Agencies Resources for Education (CARE) program, currently administered in 44 community colleges throughout the state of California, was developed to help low-income, educationally disadvantaged, welfare-dependent single parents break the dependency cycle. The program provides educational support services, special classes, and supplemental allowances and grants to such students. Following a review of the founding legislation, a description of the support services and grants provided by CARE, and a discussion of the program target population and eligibility criteria, this report presents the results of an annual study of program participants. Study findings show that among the 2,942 program participants for the 1989-90 school year: (1) 21% were non-high school graduates; (2) 99% were single mothers; (3) 49% were between 26 and 35 years old; (4) 53% were white; (5) over one-half had received Aid to Families with Dependent Children for 31 months or more, with over 40% having received welfare assistance for more than 3 years; (6) 45% identified transfer as their educational objective, while 38% were seeking associate degrees; (7) 34% were new to the program at the beginning of 1989-90; (8) 11% had completed 70 or more units; and (9) 75% had earned at least a 2.0 cumulative grade point average (GPA) with 31% achieving a 3.0 GPA or better. A copy of AB 3103, and a table listing the numbers of students served and fiscal allocation by college are appended. (GFW)

ED 326 284 JC 910 018

Roueche, Susanne D., Ed.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

Innovation Abstracts: Volume XII, Numbers 1-30, 1990.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

PUB DATE- 90

NOTE- 62p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Faculty; *College Instruction; *Community Colleges; Faculty Development; Instructional Development; Instructional Improvement; *Instructional Innovation; *Learning Strategies; *Teacher Effectiveness; Teaching Methods; Two Year Colleges

This series of one- to two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) academic partnerships pairing "high-risk" students with a concerned faculty member, counselor, or administrator; (2) teacher-to-teacher learning partnerships; (3) writing across the curriculum; (4) student-directed learning; (5) staff development; (6) English as a second language; (7) sail training; (8) a teaching/learning project utilizing writing assignments; (9) essay tests; (10) team-testing; (11) motivating students; (12) the executive control processes in student learning; (13) motivating Adult Basic Education students to develop reading skills; (14) biology exam preparation; (15) college weight loss programs; (16) use of written evaluations of class by students throughout the semester; (17) student goal setting; (18) gender and racial balancing of course content; (19) speech instruction; (20) creative strategies for algebra class; (21) student recruitment; (22) teacher evaluation; (23) collaborative publishing; (24) faculty and staff orientation; (25) encouraging student participation in learning; (26) non-aggressive martial arts techniques and Taoist philosophy in conflict resolution classes; (27) low-light classroom situations (during audio-visual instruction) and student participation; (28) creating enthusiasm in the classroom; (29) peer tutors; (30) developing reasoning abilities; (31) internationalizing the curriculum; (32) test feedback and the learning process; (33) a video series on exceptional teaching techniques; (34) ethics in accounting courses; (35) student journals; (36) building community through research projects; (37) special project support for distinguished teachers; (38) "breaking the ice" on the first day of class; (39) students reading aloud in class; (40) art to accompanying textual literary excerpts; (41) writing assignments in technology courses; (42) visual and acoustic aids (music and art) in the philosophy classroom; and (43) ethics in higher education. (GFW)

ED 326 297 PS 018 464

Winters-Smith, Carol; Larner, Mary

Fair Start Program: Outreach to Mexican and Mexican American Farmworker Families.

PUB DATE- 14 Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Community Health Services; *Health Education; Home Visits; Intervention; Mexican Americans; Mexicans; *Migrant Health Services; Migrant Programs; Migrant Workers; *Nutrition Instruction; *Outreach Programs; *Parenthood Education; Program Descriptions; Rural Family
IDENTIFIERS- *Fair Start Program; Florida

This presentation describes a home visiting health education program serving Mexican and Mexican-American migrant farmworkers in Florida. The purposes of the program were to educate farmworker families about pregnancy, childbirth, nutrition, and child development, and to encourage the use of preventive health care services. Home visitors were recruited from the migrant population and received training in health care and child development. Results from a program evaluation showed that the program had a positive impact on the health behaviors of the families involved. (PCB)

ED 326 330 PS 019 287

Biggar, Sandra D.

Crime Prevention for Children between the Ages of Six and Twelve: Designing Video Messages To Help Change Behavior.

PUB DATE- 90
NOTE- 74p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Children; *Crime Prevention; Elementary Education; *Material Development; Program Design; *Videotape Recordings

An early childhood educator, serving on the board of a foundation with a nationwide focus on crime prevention among children, implemented a practicum intervention designed to provide crime prevention videotapes for viewing by 6- to 12-year-olds in a high-crime urban area. The general goals of the practicum were to institute a method to develop crime prevention attitudes among children, create appropriate crime prevention messages, and identify aspects of technology and production that would hold a child's attention. Two public service announcement videotapes were made, tested with an audience of children similar to those in the target group, and sent to a local television studio for final editing before being broadcast. Appendices provide a transcript of an interview with the founders of the foundation, a public service announcement evaluation instrument, a proposal requesting a grant of video production funds, sketches of animated figures, and story boards of video and audio tracks of the announcements. (RH)

ED 326 345 RC 017 829

Zela-Koort, Monica P.; Nardine, Frank E.
An Evaluation of Hispanic-American Parent Involvement Programs.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Hispanic Americans; *Parent Participation; Parent School Relationship; *Program Evaluation; Program Improvement; Program Validation; School Districts; School Surveys

This report examines parent-involvement programs that focus on Hispanic families and the methods that have been used to evaluate these programs. The survey involved 10 Hispanic parent-involvement programs named by various state education agency directors as being significant. Particular attention was given to whether or not the programs were formally evaluated. The programs, located in Texas, New Mexico, Washington, and Florida, were diverse in client populations, although each served a significant number of Hispanics. The study indicated a total of 29 different parent-involvement activities reported by the 10 programs. Of these, the most often used were parent workshops or courses, parent-teacher conferences, and parent advisory councils. The least prevalent activities included providing incentive grants to develop parent involvement activities locally, parent-teacher conference improvement courses, and parent resource centers. The most prevalent ways that districts evaluated their parent-involvement programs were: (1) parent opinion surveys; (2) monitoring the frequency of activities; and (3) monitoring parent attendance at events and activities. Three school districts conducted formal evaluations, five conducted informal evaluations, and two reported no evaluations. The document concludes with a discussion of program evaluation procedures and the need for documentation of program activities. It suggests that an important key in narrowing the educational gap between majority and minority groups lies in the development of effective parent-involvement programs. The document includes 15 references. (TES)

Graham, Thomas E.
Competency Based Education: A Sociological Study.
PUB DATE- Mar 90
NOTE- 20p.; Paper presented at the Annual Meeting of the North Central Sociological Association (Louisville, KY, March 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Academic Standards; *Competency Based Education; Educational Theories; Elementary Secondary Education; Experimental Programs; *Minimum Competency Testing; *Research Design; Small Schools; Social Science Research; *Social Stratification; *Socioeconomic Influences; Test Bias; Test Use
IDENTIFIERS- Conflict Theory; Functionalism; Ohio; Parsons (Talcott)

This study focuses on the Competency Based Education (CBE) movement in a small Ohio school district, asking whether it represents radical change or reenforces status-quo social stratification. CBE was a product of the recent public demand for more educational accountability. It is a radical shift from traditional U.S. education insofar as it represents a move toward "sponsored mobility," the European model which uses testing as a screening device to determine which students should advance to the next educational level. Under the CBE system, regular testing determines which students need reinforcement or remediation in order to pass minimum educational standards. In Ohio, proficiency exams are taken for four different secondary diplomas. Surveys show both support and criticism for CBE by teachers and researchers. The theoretical framework of Talcott Parsons' sociological functionalism is contrasted with conflict theory. Funtionalism suggests that the system contains basically fair standards for educational advancement, and that CBE should equalize the U.S. educational system, reducing social class discrepancies. Conflict theory, by contrast, suggests that CBE would perpetuate social stratification. The document asks whether students who succeed under CBE come from higher socioeconomic backgrounds, and whether students who need remediation usually come from lower socioeconomic backgrounds. The paper offers an extensive examination of the literature, but draws no conclusions. The two theories will be discussed in an ensuing study, and nine hypotheses that will be tested for that study are listed. (TES)

ED 326 372 RC 017 926

Asetoyer, Charon
Fetal Alcohol Syndrome "Chemical Genocide."
PUB DATE- Jul 90
NOTE- 6p.; In: Indigenous Women on the Move. Copenhagen, International Workgroup for Indigenous Affairs, July 1990. Document No. 66, p87-92.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; American Indian Culture; American Indian Reservations; *American Indians; Congenital Impairments; *Females; *Pregnancy; *Prenatal Influences
IDENTIFIERS- *Fetal Alcohol Syndrome; United States (Northern Great Plains)

In the Northern Plains of the United States, 100% of Indian reservations are affected by alcohol related problems. Approximately 90% of Native American adults are currently alcohol users or abusers or are recovering from alcohol abuse. Alcohol consumption has a devastating effect on the unborn. Fetal Alcohol Syndrome (FAS) is an irreversible birth defect that is most likely to occur when a pregnant woman abuses alcohol. A child with FAS is born mentally retarded with deformed facial features and some physical malformations. FAS is detected at birth and affects about 1 in every 100 Native Americans born in the Northern Plains. A related disorder is Fetal Alcohol Effected (FAE) which affects 1 in 50 Native Americans. FAE is a lesser degree of birth defect, with the effects being below average IQ, learning disabilities, hyperactivity, short attention span, and possibly the same physical malformations as FAS. FAE children are usually not detected until they enter school and are often seen as children with disciplinary problems. They are treated as behavioral disordered before being diagnosed with FAE. Both FAS and FAE are indicators of community distress. Forty percent of all Native American women drink alcohol during pregnancy, and are at risk of giving birth to children suffering from FAS or FAE. Within two to three generations, every Native American household will have one spouse who is a descendant of a fetal alcohol birth, if current trends are not reversed. The paper briefly describes the groups and organizations of Native American women who are making efforts to bring awareness of this issue to both Indian communities and educators. (ALL)

ED 326 387 SE 051 746

Wojcik, Patricia A.

Addressing the Three Types of Learning Styles To Enhance the Understanding of Second Grade Math Concepts.

PUB DATE- Jul 90
NOTE- 65p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Arithmetic; *Cognitive Style; *Elementary School Mathematics; Fractions; Geometry; Grade 2; *Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Pretests Posttests; Primary Education; *Student Attitudes; Student Characteristics; *Teaching Methods

In this practicum students' (n=27) learning styles were used to develop teaching lessons and strategies that would improve mathematics learning in a second grade classroom. Each child's learning style was determined through the Swassing-Barbe Modality Index (SBMI). Pretests for mathematics concepts were given. Each concept was then taught incorporating each of the learning styles. Posttests indicated an increased level of understanding and achievement by the target group. Daily logs and records indicated an improvement in work habits and attitudes. It was determined that testing learning style preferences and teaching to these preferences can result in an increase of learning and achievement. Included in this study are the purpose, research and solution strategy, method, results, and recommendations. Appended are a sample of daily records, copies of pretests and posttests, lesson plans, and a sample of a SBMI record sheet. (Author/KR)

ED 326 403 SE 051 762

Martin, Patricia B.
Developing Problem Solving Skills of Primary Age Children within a Logo Environment.
PUB DATE- Oct 90
NOTE- 110p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Critical Thinking; *Elementary School Science; Grade 2; Mathematics Education; Piagetian Theory; Primary Education; *Problem Solving; *Thinking Skills
IDENTIFIERS- *Logo Programing Language

This practicum addressed the importance of the development of problem solving skills in primary age children. Students need to practice recognizing the problem, deciding what steps are necessary in solving the problem, evaluating the solution, and revising the steps, when necessary. Summer camp computer students who were entering second grade practiced these skills in the EZ Logo environment while duplicating specific shapes and creating original shapes. It was determined that the Logo environment was an asset to the practice of problem solving skills. The document includes the purpose of the project, a brief literature review, a summary of the methods used, results, and recommendations. Appended are the pre/post-tests, teacher survey, results of activities, and samples of student graphics. (CW)

ED 326 420 SE 051 779

Hungerford, Harold R.; And Others

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

A Prototype Environmental Education Curriculum for the Middle School. A Discussion Guide for Unesco Training Seminars on Environmental Education. Environmental Education Series 29.

PUB DATE- 89

NOTE- 169p.; A product of the Unesco-UNEP International Environmental Education Programme.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conservation (Environment); Course Content; Curriculum Guides; Ecology; Energy Conservation; *Environmental Education; Junior High Schools; *Middle Schools; Natural Resources; Population Education; *Science Activities; Science and Society; Science Education; *Secondary School Science; *Teaching Methods

This document presents an environmental education curriculum and associated materials for the middle school. The organization of the document is intended to be simple and understandable. Because the curriculum described here is organized around a set of commonly accepted goals for curriculum development in the field, Chapter I focuses on those goals and their validity, and an effort is made to put these goals into perspective for the curriculum developer. Chapter II focuses on environmental education and the middle school learner. Very specific suggestions are made with respect to the methods that can best make a middle school curriculum work for learners. Methods associated with the use of the case study in environmental education, issue investigation, and citizenship action training are included. Other strategies deal with topics such as the use of community resources, the effective use of field trips, role playing, simulations, and panel discussions. Chapter III presents the prototype curriculum itself in outline form. The 3-year curriculum is divided into three components: (1) ecological foundations; (2) environmental science and environmental health; and (3) issue investigation and citizenship action training. Chapter IV discusses the infusion of environmental content and skills into existing courses at the middle school level. Examples of infusion and team-teaching approaches are presented along with a detailed outline which offers suggestions for infusing Chapter III's scope and sequence into existing courses. Appended are an abbreviated curriculum module on the ecosystem, a case study model on solid waste management, selected activities from issue investigation and citizen action training, a glossary, and a bibliography of 69 items. (KR)

ED 326 436 SE 051 798

National Academy of Sciences - National Research Council, Washington, DC. Commission on Life Sciences.

Fulfilling the Promise: Biology Education in the Nation's Schools.

PUB DATE- 90
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- *Biology; *Educational Improvement; Elementary Secondary Education; Higher Education; *Science Education; *Science Teachers; *Secondary School Science; Teacher Education; Teaching Methods; Textbooks

Some experts believe that dismal learning experiences in biology classes cause the vast majority of students to miss information that could help them lead healthier lives and make more intelligent decisions as adults. This book offers a vision of what biology education in the schools could be along with practical recommendations on how to make the vision a reality. Chapters include: (1) "Where are We Now? The Motivation for Change"; (2) "Curricular Goals for the Near Future"; (3) "Impediments to Implementing Curricular Change: Texts, Tests, and Classroom Practice"; (4) "Impediments to Implementing Curricular Change: Training and Support of Teachers"; (5) "Recruiting Scientists, Teachers, Technicians, and Physicians"; (6) "Other Modes and Contexts for Teaching Science"; and (7) "Achieving National Goals: Dilemma and Resolution." Appended are an executive summary, a list of 127 references, a set of guidelines for use when handling animals, the "NABT Biology Teaching Standards," the National Science Teachers Association recommendations for teacher preparation and certification, a list of state alternative certification programs, a list of some special science programs, a list of targeted programs for women and minority groups, a list of recommended strategies, and a list of committee members. (CW)

ED 326 468 SO 030 434

Maynell, Hugo A.
A New Direction for the Philosophy of Education.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Higher Education; *Philosophy; Values; Values Education
IDENTIFIERS- Lonergan (Bernard)

Contemporary philosophy of education lacks direction, and needs it. The lack of direction is due to skepticism about the foundations of knowledge and values rampant in contemporary philosophy at large, both the Anglo-Saxon and Continental traditions. The remedy is grounded in a renewal of confidence about these foundations that is found in principles most convincingly and comprehensively set out in the philosophy of Bernard Lonergan. The principles of empiricism have largely been rejected because, when set out clearly and distinctly, they self-destruct. Lonergan's principles are vindicated not only by their applicability to a wide range of examples of getting to know, including some that have been a thorn in the side of empiricism; but also by virtue of the fact that their contradictories self-destruct. The business of education is above all to foster those mental capacities that are involved in getting to know what is true and what is good; the business of philosophy of education is to articulate the nature of these capacities, to show why they are at the foundations of the knowledge of fact and value, and to bring out what it is to enhance and apply them. (DB)

ED 326 111 HE 024 011

Williamson, Madeline J.; Fenske, Robert H.

Factors Related to Academic Outcomes of Mexican American and American Indian Students in Doctoral Programs. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *American Indians; *Doctoral Programs; Family Role; *Graduate Students; Higher Education; Mentors; *Mexican Americans; Outcomes of Education; Racial Discrimination; Research Universities; Self Concept; Sex Differences; Student Attitudes; Student Educational Objectives; Teacher Attitudes; Teacher Student Relationship

IDENTIFIERS- Arizona; *ASHE Annual Meeting; California; Colorado; New Mexico; Texas

In response to concern about the supply of minority faculty available to replace retiring academics, a study investigated academic achievement in doctoral programs by two of the United States' fastest-growing subpopulations, Mexican-Americans (MA) and American Indians (AI). The objectives were to establish a conceptual framework, to refine existing methodology, and to develop a model of minority student achievement in doctoral programs, extending earlier research not focusing on these groups. The study targeted this population in six universities in five southwestern states. A total of 343 students (291 Hispanic and 52 American Indian) in all disciplines awarding Ph.D. or Ed.D. degrees were surveyed, and from these, 214 usable responses were received--176 from Hispanics identified as MAs and 38 from AIs. The variables investigated were those with the greatest effect on four outcomes: doctoral satisfaction, doctoral grade point average, intent to finish, and intent to enter college faculty. Results demonstrate that there are strong effects of the extracted factors relating to the doctoral academic experience that ultimately lead to doctoral achievement for these populations. Especially salient were effects of gender, mentoring, faculty relationships, feelings of racial discrimination and alienation, perceptions and experiences of faculty and departmental attitudes, academic self-concept, aspirations, and family support. Based on the findings, a structural model for academic achievement factors among Mexican-American and American Indian doctoral students is being developed. Includes 15 references. (MSE)

ED 326 125 HE 024 025

Hinkle, Dennis E.; And Others

The Assessment Mandates: How Pervasive Are They? ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 108p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- College Administration; College Faculty; *College Outcomes Assessment; Community Colleges; Higher Education; Institutional Role; Public Colleges; *Self Evaluation (Groups); State Universities; Teacher Attitudes; *Teacher Participation

IDENTIFIERS- *ASHE Annual Meeting; Virginia

The study investigated the pervasiveness of administrator and faculty involvement in, understanding of, and support for outcomes assessment in Virginia's public colleges and universities and explored critical factors influencing administrator and faculty support of outcomes assessment. Data were collected through mailed questionnaires and follow-up interviews with administrators and faculty (N=810) at state-supported doctoral-granting universities (N=6), comprehensive colleges (N=8), and community colleges (N=23) in Virginia. Analysis provided data that supported four conclusions: (1) deans/department heads did not see themselves as strongly supporting formal assessment in 1990 and predicted a substantial decline in support if external pressures were removed; (2) least supportive of all types of faculty were those from doctoral-granting universities; (3) common factors seemed to be more negative than positive, and the most important factors were forces external to the institutions; and (4) with few exceptions, neither the negativism nor positivism were viewed as being extreme. Growth in administrator and faculty support for outcome assessments had occurred by 1990, but such growth was viewed as incomplete. Tables and graphs are included. Contains 32 references and an appendix. (GLR)

ED 326 201 IR 014 742

Clariana, Roy B.

Modifying Multiple-Choice Questions in Computer-Based Instruction.

PUB DATE- 16 Oct 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Comprehension; *Computer Assisted Testing; Difficulty Level; *Measurement Techniques; *Multiple Choice Tests; Secondary Education; *Test Construction; *Test Items
IDENTIFIERS- Paraphrase

Research has shown that multiple-choice questions formed by transforming or paraphrasing a reading passage provide a measure of student comprehension. It is argued that similar transformation and paraphrasing of lesson questions is an appropriate way to form parallel multiple-choice items to be used as a posttest measure of student comprehension. Four parallel items may be derived from a lesson: (1) an item that is neither transformed nor paraphrased, thus testing simple rote memory; (2) an item that is transformed only; (3) an item that is paraphrased only; and (4) a compound item that is both transformed and paraphrased. These four items produce a hierarchy of difficulty from easy (rote) to difficult (compound), depending on the extent to which an item is altered from the original lesson question. In the three studies cited in this paper, posttest performance for the four types of items followed the hypothesized hierarchy of difficulty, and this is viewed as evidence that many of the cognitive skills underlying comprehension may also be hierarchically related. It is concluded that the formation of test questions from lesson items provides a practical way for designers to utilize multiple-choice items for instruction and also for posttest assessment. (DB)

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference 1988. Division of Bibliographic Control. Section on Cataloguing; Section on Classification and Indexing; Section on Bibliography.
PUB DATE- Sep 88
NOTE- 18p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Cataloging; *Classification; Cultural Influences; Databases; Foreign Countries; *Indexing; Librarians; Library Automation; *Library Catalogs; Machine Readable Cataloging; National Libraries; Online Catalogs; Research Libraries; Technological Advancement
IDENTIFIERS- *Dewey Decimal Classification; *National Bibliographies; Retrospective Conversion (Library Catalogs); Universal Decimal Classification

The nine papers in this compilation focus on cataloging, classification, and indexing: (1) "Living Together in the Australian Bibliographic Network: A Member's View" (Tom Cochrane, Australia); (2) "PICA (Project for Integrated Catalogue Automation), from Project to Institution: A Participant's View" (Jacques van Gent & Cees Klapwijk, The Netherlands); (3) "Classification Online: Present and Future" (Nancy Williamson, Canada); (4) "Australian Directions in Subject Access" (Elaine Hall, Australia); (5) "Retrospective Conversion in National and Research Libraries: The Australian Experience" (Peter Haddad, Australia); (6) "Retrospective Conversion in the Libraries of Socialist Countries: A Survey" (N. P. Igumnova, USSR); (7) "Problems of Retrospective Conversion in National and Research Libraries: The Experience of the Western Countries--The Conversion of the British Library Catalogue to Machine Readable Form" (Pat Oddy, United Kingdom); (8) "Problems of Retrospective Conversion in National and Research Libraries: The Experience of the Western Countries--Integrating the Catalogue General des Livres Imprimes of the Bibliotheque Nationale into the BN-OPALE Data Base" (Annick Bernard, France); and (9) "Problems of Retrospespective Conversion in National and Research Libraries: The Experience of the Western Countries--The Spanish Experience" (Xavier Agenjo, Spain). (CGD)

ED 326 228 IR 053 255

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference, 1989. Division of General Research Libraries. Section of National Libraries; Section of University Libraries and Other General Research Libraries; Section of Parliamentary Libraries. Booklet 10.

PUB DATE- Aug 89

NOTE- 65p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 10 papers are followed by English translations of two papers not given in English, plus two additional papers.

LANGUAGE- French; English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Libraries; Developing Nations; Financial Support; Foreign Countries; Higher Education; Information Needs; International Cooperation; *Library Administration; *Library Cooperation; Library Networks; Library Role; *National Libraries; Program Descriptions; *Research Libraries

IDENTIFIERS- *Parliamentary Libraries

There are 11 papers from the Division of General Research Libraries in this compilation: (1) "National Library and Information Needs: Alternative Ways of Meeting Them, with Special Reference to the Role of National Libraries" (Maurice B. Line); (2) "Managing Change in National LIbraries: The Library of Congress" (James H. Billington); (3) "Coping with Change: The Experience of the Bibliotheque Nationale" (French and English versions; Emmanuel Le Roy Ladurie); (4) "The National Szechenyi Library as Research Center" (Gyula Juhasz); (5) "Progress Report on 'Legislation on National Libraries of Countries around the World'" (Lenin State Library); (6) "The Economics of Research Libraries: Present State and Future Prospects" (Malcolm Getz); (7) "French University Library Funding" (French and English versions; Christian Lupovici); (8) "Funding Third World University Libraries" (Bart U. Nwafor); (9) "Experience of Bilateral Cooperation between the Parliamentary Libraries of Poland and Hungary" (Andrzej Gwizdz, and Katalin Balazs-Veredy); (10) "PARENSIS (Parliamentary Information System) and the Grand National Assembly of Turkey (TBMM) Information Centre" (Hilmi Celik); and (11) "Parliamentary Libraries and IFLA: Idea and Reality" (Dermot Englefield). (SD)

ED 326 313 PS 019 239

Gilman, David; Tillitski, Christopher
The Longitudinal Effects of Smaller Classes: Four Studies.
PUB DATE- Oct 90
NOTE- 27p.; Tables 3 and 4 have broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; *Class Size; Comparative Analysis; Educational Practices; Longitudinal Studies; Outcomes of Education; Program Effectiveness; *State Programs; *Teacher Student Ratio
IDENTIFIERS- *Indiana; *Project Primetime

Four studies were conducted to ascertain the long term effects of reducing class size in primary grades. Study One compared the effect of class size reduction on one school system when all students' scores were compared. Study Two was a repeated measures cohort study in which the scores of 193 students who had attended reduced size classes in the same school district for 3 years were compared to those of a similar number of students who had attended larger classes. Study Three examined the effect size of reduction in student/teacher ratio in 27 school districts in Southwestern Indiana. Study Four examined the effect of smaller classes on a statewide basis by comparing the mean scores on the state competency test. The clear and consistent indications of these comparisons of reduced size and regular size classes suggest that the long term effects of a state-sponsored class size program are negligible. It is concluded that, although this study and others have found no educational benefits for reduced size classes that can be translated to gains in achievement test scores, the Indiana experience does not necessarily imply that all state class size reduction programs are doomed to fail. Hastily implemented, PRIME TIME was not a well-conceived class size reduction program. Unless class size reductions are planned, teachers are trained, and programs are evaluated, smaller classes will very likely be a very inefficient and costly reform that will have little effect on student learning. (RH)

ED 326 452 SO 020 772

Maffett, I. Lamar, Jr.
Einstein and "Jabberwocky": Through the Quantum Looking Glass.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; College Curriculum; *Educational Change; Educational Innovation; *Educational Philosophy; Higher Education; *Holistic Approach; Integrated Curriculum; *Intellectual Disciplines; Interdisciplinary Approach; Physics; Science and Society; *Scientific Methodology; Writing Across the Curriculum
IDENTIFIERS- *Holistic Education; Paradigm Shifts; Quantum Theory

Twentieth century science is producing a wonderland of paradoxes, a new scientific literature of subjective, imaginative writing, a validation of all creative expression in the arts, and interaction with the so-called subjective and pseudo sciences from psychiatry to the paranormal. Cartesian dualism and reductionistic thinking have formed the paradigm by which the university and educational curricula in general have been structured. Such thinking is inconsistent with discoveries made in mathematics and science in this century and in nature itself. Discoveries in the sciences, such as quantum physics, that brought about paradigm shifts will cause radical changes in the fundamental content, expression, curriculum and pedagogy of the academy. This essay calls for a new conceptual framework for education, and sketches a picture of what such a framework would be like. The paradigm for a holistic curriculum will be consistent with the principles of reality found in the new sciences. (DB)

ED 326 097 HE 023 997

General Accounting Office, Washington, D.C. Div. of Human Resources.
Student Loan Lenders: Information on the Activities of the First Independent Trust Company.
PUB DATE- Sep 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Banking; Court Litigation; *Financial Audits; *Financial Problems; Financial Services; Higher Education; *Legal Responsibility; *Proprietary Schools; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *First Independent Trust Company CA; Stafford Student Loan Program

Information is provided on the activities of the First Independent Trust Company (FITCO) of Carmichael, California, which made loans to students participating in the Stafford Student Loan Program until California's State Banking Department closed it in May 1989. During the 11 years FITCO was in the Stafford program, it made over $1 billion in loans that were guaranteed by the California Student Aid Commission and the Higher Education Assistance Foundation. Most of FITCO's loans were made to students attending proprietary schools. FITCO had problems keeping current its loan origination fee payments to the United States Department of Education. Twenty-one audits and reviews of FITCO activities were identified, each of which found minor or major deficiencies in FITCO's operations. The report describes the chronology of events from when FITCO began, ceased operations, and became involved in a lawsuit with the California Banking Department. The report describes the types of loans made under the Stafford Student Loan Program, lists selected milestones detailing FITCO's activities, presents an analysis of FITCO's remittance of loan origination fees, and offers a chronology of audits and reviews performed at FITCO. A list of 14 related General Accounting Office products is appended. (JDD)

ED 326 141 HE 024 043

Johnson, Victoria A.; Chissom, Brad S.

A Comparison of Core Curriculum Grades for Education and Non-Education Majors at the University of Alabama.

PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Core Curriculum; *Education Majors; *Grade Point Average; *Grades (Scholastic); Higher Education; Introductory Courses; Nonmajors; Required Courses; Teacher Education; Undergraduate Study
IDENTIFIERS- University of Alabama

Records for students receiving an undergraduate degree at the University of Alabama were examined, to compare education majors and other majors for grades in similar courses in seven specified curriculum areas: freshman composition, mathematics, humanities, social science, natural science, writing, and computer language or foreign language. The 482 education majors obtained an average grade of 2.66 for the 100 and 200 level core courses, which was the same average grade as that obtained by 4,116 other majors. Education majors had slightly higher grades than other majors in mathematics and social science and slightly lower grades in freshman composition, humanities, natural science, and computer language or foreign language. Education majors had slightly higher mean grades in all core curriculum courses compared to majors in commerce and business administration, communication, and human environmental sciences. Education majors had a slightly lower mean grade in all core curriculum courses compared to majors in arts and sciences, engineering, new college, nursing, and social work. (JDD)

ED 326 156 HE 024 058

Handy, Ty J.

The Necessity of Environmental Scanning Prior to Long-Range Planning Activities at Higher Education Institutions.

PUB DATE- 13 Nov 90
NOTE- 25p.; Paper presented at the Conference of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administration; Community Colleges; Cost Effectiveness; Demography; *Higher Education; *Long Range Planning; *Organizational Objectives; School Community Relationship; State Universities; *Trend Analysis
IDENTIFIERS- *Environmental Scanning; Strategic Planning; University of Akron OH; University of Georgia

Formal environmental scanning procedures can provide key administrators of higher education institutions with valuable external information regarding both the probability and impact of external trends and forces. Such information may then be used in various strategic planning stages including scenario development, institutional mission and goals identification, evaluation of internal institutional strengths and weaknesses, selection of appropriate alternative strategies, and post-planning monitoring and control operations. Environmental scanning also provides professional development by helping to maintain a leadership team's awareness of current research, viewpoints, and trends. Costs and benefits of scanning are discussed, and the relationship between environmental scanning and strategic planning is described. Scanning activities of three diverse institutions of higher education--a community college (DuPage County Community College, Glen Ellyn, Illinois), a land grant institution (University of Georgia), and a major urban university (University of Akron, Ohio)--are identified. Includes nine references. (DB)

Larner, Mary
Lessons from the Child Survival/Fair Start Home-Visiting Programs.
PUB DATE- 14 Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Community Health Services; *Health Education; Home Visits; Intervention; Mexican Americans; Mexicans; *Migrant Health Services; Migrant Programs; Migrant Workers; *Nutrition Instruction; *Outreach Programs; *Parenthood Education; Rural Family
IDENTIFIERS- *Fair Start Program

This presentation discusses the effectiveness of a home-visiting program staffed by community workers in providing education and support for parents in poor, underserved areas. Six lessons learned by program staff about ways to successfully implement this type of program are discussed. The first lesson is that it is important to listen to the people who will be served by the program in order to discover their strengths and the needs that most concern them. Second, community workers are a valuable resource when provided with training and support. Third, it is important that the program address a broad range of issues, including health and nutrition, parenting and child development, and the mother's personal development. Fourth, the program needs to network with agencies that provide services other than education and family support. Fifth, it should be expected that the program will be welcomed and well-received, and, sixth, a flexible program that is broad in scope is able to secure funding from diverse sources. (PCB)

ED 326 331 PS 019 306

Maryland State Dept. of Education, Baltimore.
Bridge to the Future. Addressing The Needs of Students At Risk during the High School Years. Technical Team Report. Submitted to the Commission for Students At Risk of School Failure.
PUB DATE- 89
NOTE- 62p.; For related documents, see PS 019 307-308.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Failure; Career Awareness; Community Role; Educational Improvement; Family Role; *High Risk Students; High Schools; *High School Students; *Identification; Individual Development; *Intervention; Nontraditional Education; *Prevention; Profiles; Pupil Personnel Services; Remedial Programs; School Choice; School Role
IDENTIFIERS- *Program Characteristics

This report analyzes practices and conditions that seek to prevent at-risk behaviors among adolescents. Discussion begins with a description of the developmental tasks that adolescents need to complete before they can assume productive adult roles in society. While two conflicting views of adolescence are noted, the capacity of young people to change is supported. The report examines characteristics of home, school, and community environments that support the healthy physical, emotional, social, cognitive, and character development of adolescents. The report then outlines a process for identifiying at-risk adolescents and highlights some intervention designs for youths already displaying at-risk behaviors. Interventions include academic support, pupil services and social services supports, career preparation and experiential learning, schools of choice, and school reorganization. Concluding discussion concerns two challenges to those attempting to make changes that will benefit high school students. For each challenge, barriers that will need to be dealt with are listed. Forty-three profiles of intervention programs that serve as examples across the nation are appended. A list of 65 references is provided. (RH)

ED 326 388 SE 051 747

Pettit, Amy D.

The Effectiveness of Computer Assisted Instruction on Children's Mathematical Problem-Solving Ability.

PUB DATE- Apr 86
NOTE- 109p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Arithmetic; *Computer Assisted Instruction; Computer Uses in Education; *Elementary School Mathematics; *Estimation (Mathematics); *Individualized Instruction; Instructional Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; Primary Education; *Problem Solving; Student Attitudes; Student Motivation

Activities were provided for a target group of third grade students who were experiencing difficulty in mastering the skills required to solve problems involving money. The program's aims were to remediate these students by giving them the opportunity to use instructional software that would increase their mathematical vocabulary, strengthen the logic behind their thought patterns, and assist them in mastering the skills necessary to solve word problems with confidence and success. Developed and implemented was a computer program that included reading, understanding, analyzing, estimating, and computing with regard to the solving of word problems having to do with money and the making of change. Each of the students in the target group was given a pretest, an attitudinal survey, and a posttest. Results indicate that the students in the target group improved their ability to solve word problems concerning money and the making of change. The attitudinal survey indicated that the students gained both confidence and a feeling of success. Included in this study are the purpose, research, method, results, and recommendations. Appended are the minimal standards for the county and state in which the research was done, sample tests, parental survey form, software evaluation form, letters from both principal and teachers, and a documentation packet on the computer program that was used. (KR)

ED 326 404 SE 051 763

Carter, Constance, Comp.
Library of Congress, Washington, DC. Science and Technology Div.
Poisonous Plants. LC Science Tracer Bullet.
PUB DATE- Jul 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Botany; *Plants (Botany); Reference Materials; Resource Materials; Science Education
IDENTIFIERS- *Poisonous Plants

There are a number of sources of information on the more than 700 species of plants, ferns, horsetails, and fungi that can cause toxic, though rarely fatal, reactions in humans and animals. This guide is intended for those who wish to review published materials on poisonous plants in the collections of the Library of Congress. It is not intended to be a comprehensive bibliography. Categories include: (1) "Brief Introductions"; (2) "Subject Headings"; (3) "Basic Texts"; (4) "Titles Reflecting Different Geographical Areas"; (5) "Specialized Titles"; (6) "Handbooks"; (7) "Conference Proceedings"; (8) "Government Publications"; (9) "Abstracting and Indexing Services"; (10) "Representative Journal Articles"; (11) "Reports"; (12) "Selected Technical Reports"; (13) "Selected Materials"; and (14) "Additional Sources of Information." (CW)

ED 326 437   SE 051 799

Wilt, Rebecca, Ed.; Schmieder, Allen, Ed.

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.

Dwight D. Eisenhower Mathematics and Science National Programs. Abstracts of New and Continuation Awards Presented at the National Conference Entitled "The Critical Role of the Eisenhower Program in Meeting the National Education Goals in Mathematics and Science" (Washington, D.C. October 14-17, 1990).

PUB DATE- 90

NOTE- 91p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Demonstration Programs; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Mathematics Education; *Mathematics Instruction; Program Descriptions; Science Education; *Science Instruction; *Secondary School Mathematics; *Secondary School Science

IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The Dwight D. Eisenhower Mathematics and Science Education Program is authorized under the Education for Economic Security Act as amended by the Hawkins-Stafford Elementary and Secondary Improvement Amendments of 1988. The purpose of the program is to support innovative projects of national significance directed at improving the quality of teaching and instruction in mathematics and science in the schools and to increase the access of all students to that instruction. This collection of abstracts describes in broad terms the scope and objectives of the 1990 FIRST Program Grants in 27 states, the District of Columbia, and American Samoa, in mathematics and science, and includes names and addresses of recipients. The abstracts are divided into five catgories including: elementary and secondary mathematics; elementary and secondary science; and other mathematics and science education projects. Included in this publication are a list of contacts for the program, a summary of the characteristics of the projects funded by the program, a list of program types, a brief list of awardees by location, and abstracts for the 63 funded projects. Abstracts provide a brief description of the project; names, phone numbers, and addresses of contact persons; award amount; and project duration. (CW)

ED 326 469 SO 030 435

Bulka, Sora F.; Wolowelsky, Joel B.
Yeshiva of Flatbush, Brooklyn, NY. Joel Braverman High School.

An Advanced Placement Seminar in European History: Course Structure and Homework Assignments.

PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Advanced Placement; Course Content; Course Descriptions; *Course Organization; *European History; High Schools; *History Instruction; Social Studies; Units of Study

The various aspects of an advanced placement seminar in the history of Europe are presented. Descriptions of the high school that offers the seminar, their admissions policy, and seminar coordination are included. Thirty-six unit topics, organized in the form of a calendar of lessons and assignments also are listed, as are a number of sample essay questions that have appeared on previous advanced placement European history examinations. (DB)

ED 326 064 FL 018 984

Steele, Pauline

Testing and Evaluating Speaking at Secondary Level.

PUB DATE- Apr 90

NOTE- 18p.; Paper presented at the Regional English Language Center Seminar (Singapore, April 9-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Evaluation Methods; Evaluation Research; *Evaluators; Foreign Countries; *Language Tests; *Oral Language; Secondary Education; *Speech Skills; Student Attitudes; Teacher Attitudes

IDENTIFIERS- *English (Singapore); *Functional Objectives of Language Learning Project

Issues surrounding the testing and evaluation of speaking in Singapore secondary schools are examined, including the questions of what skills and knowledge a speech evaluator should possess and what model of spoken knowledge--Received Pronunciation (RP) or Singapore English--should be provided. Oral tests, developed for the English language section of the Functional Objectives of Language Learning (FOLL) project by the Institute of Education in Singapore to determine the extent to which students achieve the functional objectives of syllabuses, are also surveyed. Finally, an evaluation study of the opinions and attitudes of some Singapore teachers and pupils towards the teaching and learning of spoken English is briefly summarized. It is concluded that the evaluation of speaking in secondary schools is clearly linked with the evaluation and valuing of spoken language by all teachers and by the school system itself. Techniques for evaluating speaking skills are developing, but there is a great need for administrators to acknowledge the complexity and importance of these skills both for teachers and for pupils. (JL)

ED 326 081 FL 800 211

Ada, Alma Flor; And Others
The Educator as Researcher: Principles and Practice of Participatory Research.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual National Association of Bilingual Education International Bilingual/Bicultural Education Conference (19th, Tucson, AZ, April 21-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ethnography; High Schools; *Literacy Education; Participant Observation; *Participatory Research; Research Methodology; Social Science Research; Teacher Student Relationship
IDENTIFIERS- Workplace Literacy

The text of three papers are presented. The first, by Alma Ada Flor, focuses on the question "What is participatory research?" It is suggested that participatory research enriches the knowledge of participants and opens up new topics to them. The nature and theory fundmental to participatory research and the relation of participatory research to critical pedagogy are described. It is suggested that participatory research and critical pedagogy share the goal of facilitating the ability of the students to become hereos, that is, protagonists of their own lives, and to be aware of this protagonist role. Students become authors, generators of text, creators of the written text of their own history and, also, they have an opportunity of seeing themselves as researchers and teachers, as people who have knowledge that can be shared with others. Next, two distinctly different uses of participatory research are examined. The first, presented by Cynthia Petersen, describes the use of participatory research in the high school classroom. The second paper, by Constance Beutel, narrates the use of participatory research as part of the Self-Directed Education program within the corporate setting of Pacific Bell. (Adjunct ERIC Clearinghouse on Literacy Education) (GLR)

Neumann, Anna
On the Making of "Good Times" and "Hard Times": The Social Construction of Resource Stress. ASHE Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Colleges; Educational Economics; Higher Education; *Institutional Administration; *Leadership; *Organizational Climate; Resource Allocation; *Retrenchment; Role Perception
IDENTIFIERS- *ASHE Annual Meeting

Case studies of two colleges of very different financial status are contrasted to illustrate principles of leadership during both good economic times and difficult times. Visits and interviews at four prospering colleges and four colleges under financial stress were conducted to determine the financial state of each college and the role of leadership in its subjective construction. The goal was to discover what Erickson (1986) refers to as "concrete universals," arrived at by studying a specific case in great detail and then comparing it with other cases studied in equally great detail; and these universals were embodied in the two pseudonymous institutions, Arcadia College (financially sound) and Industrial College (in financial decline) that are the subjects of this paper. The first person account of visits to the two colleges are organized around the following leadership aspects: complexity in role--delimiting considerations; self (the college president) in role; defining and attending to financial stress; communicating about finances; thinking about stability and growth; and speculating about the future. The observations and emerging propositions of this paper are organized in terms of: the creation of financial realities; the creation of financial stress; the reduction of financial stress; the merging of complexity and commitment; and communication and learning. Among conclusions are that the faculty may feel financial stress regardless of a college's objective financial state, and that leaders may moderate this stress by crafting their communication, including their non-verbal communicative acts, with care. The study also notes that a college's financial resources are part of the college's culture. Includes 42 references. (DB)

ED 326 172 HE 024 078

New England Board of Higher Education, Boston, MA.
Economic Competitiveness and International Knowledge: A Special Policy Briefing for Massachusetts Legislators.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Jun 89
NOTE- 101p.; For related documents, see HE 024 076-081.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Role; Economic Change; *Economic Development; Economic Impact; *Educational Cooperation; Educational Needs; Financial Support; Global Approach; Higher Education; *International Trade; Regional Programs; Research and Development; School Business Relationship; Technology Transfer
IDENTIFIERS- *Massachusetts; *New England

A policy briefing report discusses the initiatives currently in place in Massachusetts that are designed to enhance that state's economic and educational effectiveness in order to improve its international competitive position. The report is divided into four major areas of discussion: (1) an overview of the global economic challenge and the New England Board of Higher Education project that addresses international competitiveness; (2) Massachusetts's economy within the international context; (3) Massachusetts's programs for enhancing its international economic competitiveness; and (4) the role and development of higher education in Massachusetts in preparing the state for international economic competition. Included in the areas examined are the state's federal and regional resources, state-level strategies, international trade initiatives, educational initiatives, research and development (R&D) investment, and technology transfer and technical assistance. In addition, the concern about a lack of international awareness, what is being done about it, and recent legislative activity are discussed. Recommendations are made in education and training, stimulation of international awareness, R&D investments, technology transfer, and technical assistance. An appendix includes a list of Massachusetts Global Education Centers Programs, a description of the Workforce 2000 Council, and a trade profile for Massachusetts. (GLR)

ED 326 187 IR 014 726

Jones, J. Quentin
Education Commission of the States, Denver, Colo.; National Conference of State Legislatures, Washington, D.C.
Access, Quality and Economy: The Unfinished Agenda for America's Schools. (Education Technology and Higher Literacies). Finance Collaborative Working Paper #4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 29p.; Produced by The School Finance Collaborative a Joint Effort of the Education Commission of the States and the National Conference of State Legislatures.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communications Satellites; *Computer Assisted Instruction; Cost Effectiveness; Delivery Systems; *Distance Education; Educational Media; Educational Quality; *Educational Technology; Elementary Secondary Education; Instructional Innovation; *Telecommunications

Focusing on interactive, computer-based systems and external, long-distance instruction transmitted from one or more satellite earth stations, this paper begins by citing the need to experiment with and develop new delivery systems that will increase productivity in both teaching and learning. The use of satellite technology in Utah and Texas is discussed, as well as Washington State's program, "Satellite Telecommunications Educational Programming" (STEP). It is noted that computer-assisted instruction, computer-managed instruction, and other uses of computers in the classroom: (1) are not uniformly implemented as instructional innovations; (2) vary in effectiveness as teaching/learning tools; (3) vary in cost effectiveness; (4) are not always accessible to all groups of students; and (5) require systematic, sophisticated, and long-term inservice training of teachers, as well as a reworking of the scope and sequence of school curricula, in order to reach their potential. The relationship between educational technology and state educational agencies is discussed, particularly in terms of access to and quality of education; the extent to which the state regulates school governance; teacher certification; school accreditation; and the state-operated infrastructure that supports public education. (16 references) (DB)

ED 326 202 IR 014 743

Newman, Denis
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Center for Technology in Education, New York, NY.

Opportunities for Research on the Organizational Impact of School Computers. Technical-Report-No. 7.

PUB DATE- Sep 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; Educational Environment; Elementary Secondary Education; *Formative Evaluation; *Microcomputers; *Organizational Effectiveness; *Research Methodology

As computers are acquired in greater numbers in schools, their impact on the social organization of instruction increasingly becomes an issue for research. Developments in the cognitive science of instruction, drawing on sociohistorical theory, provide researchers with an appropriate theoretical approach to cultural tools and cognitive change, while developments in the technology of computer-supported cooperative work provide researchers with models for organizational impact outside of education. The concept of a formative experiment in which schools are supported in the appropriation of new technology is illustrated by a project that implements local area network technology in an elementary school. The concept of appropriation derived from sociohistorical theory highlights how schools can make use of technology for goals not anticipated by the researcher. (42 references) (Author)

ED 326 242 IR 053 347

Texas State Library, Austin.
Library Services and Construction Act Annual Report, 1989.
PUB DATE- 89
NOTE- 668p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Disabilities; Disadvantaged; Grants; Institutionalized Persons; Library Administration; Library Expenditures; Library Facilities; *Library Networks; Library Planning; *Library Services; Library Statistics; Limited English Speaking; Literacy Education; Older Adults; *Program Costs; Program Descriptions; Program Evaluation; *Public Libraries; Regional Libraries; *Shared Resources and Services; *State Programs
IDENTIFIERS- *Library Services and Construction Act; Major Urban Resource Libraries; Texas

Composed of forms outlining specific activities funded by the Library Services and Construction Act (LSCA), this annual report for FY 1989 opens with summaries and fiscal breakdowns programs funded by LSCA Titles I, II, and III. The remainder of the document contains project reports and system evaluation reports for: (1) Title I--Areas Without Services, Areas With Inadequate Services, Services to Disadvantaged, Services to Physically Handicapped, Services to Institutionalized, Major Urban Resource Libraries, Services to Limited English Speakers, Services to the Elderly, Literacy Programs, and Administrative Expenses for LSCA; (2) Title II--Public Library Construction; and (3) Title 3--Planning for Cooperative Library Networks, and Establishing, Expanding, and Operating Library Networks. Specific activities described include demonstrations of interlibrary cooperation, the Interlibrary Loan and Reference Referral Network, the Texas Union List of Serials, the Texas Reading Club, Regional Library Systems, and Continuing Education. (SD)

Cepeda, Rita
California Community Colleges, Sacramento. Office of the Chancellor.
Adoption of the Intersegmental General Education Transfer Curriculum.
PUB DATE- Jan 91
NOTE- 17p.; Discussed as Agenda Item 15 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, January 10-11, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); College Governing Councils; College Transfer Students; Community Colleges; *Core Curriculum; *Curriculum Development; Educational Legislation; Educational Planning; *General Education; Higher Education; Intercollegiate Cooperation; *Transfer Policy; Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *California

In 1988, Assembly Bill (AB) 1725 directed the governing boards of the University of California (UC), the California State University (CSU), and the California Community Colleges to jointly develop, maintain, disseminate, and adopt a common core curriculum in general education for the purpose of facilitating student transfer between institutions. In 1986, all three academic senates had already begun work on a common curriculum in response to recommendations from California's legislative Review of the Master Plan for Higher Education. By February 1990, all three senates had approved the curriculum, with implementation scheduled for fall 1991. Completion of this Intersegmental General Education Transfer Curriculum (IGETC) permits a student to transfer from a community college to the CSU or UC system without taking additional general education (GE) courses to satisfy campus GE requirements. The IGETC calls for a student to complete specified courses in the following subject areas: English/Communications, Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Foreign Language. The IGETC agreement does not specify the individual courses to fulfill each of these requirements, nor does it list the procedures to be followed by community colleges in certifying that students have completed the IGETC. This report reviews the relevant AB 1725 legislation, summarizes the general contents of the IGETC courses, and describes the plans for its implementation and dissemination. The full text of the IGETC agreement and the names of the IGETC Committee members are appended. (JMC)

ED 326 314　　　　PS 019 246

Winder, Linda; And Others

The Relationship between Peer Tutoring and Disruptive Behavior of
Second Grade Students.

PUB DATE- Nov 90

NOTE- 15p.; Paper presented at the Joint Annual Conference of the Rocky Mountain Educational Research Association and the Arizona Educational Research Organization (Tempe, AZ, November 9, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; Comparative Analysis; *Discipline Problems; *Elementary School Students; Grade 2; *Peer Teaching; Primary Education; *Student Improvement; Teaching Methods; *Tutoring

IDENTIFIERS- *Direct Instruction; *Disruptive Behavior

In an effort to assess the effectiveness of peer tutoring in reducing the frequency of disruptive behavior among students, a second grade class was taught with two alternating methods, direct instruction and peer tutoring. Nine types of disruptive behaviors were recorded during each of the two instructional treatments: out-of-seat behavior, talking, stalling, physical aggression, task incompletion, ignoring of directions, negative attitude, arguing, and disruptive noises. Over a 16-day treatment period, there were fewer disruptive behavior patterns in the peer tutoring group than in the direct instruction group. Stalling and negative attitudes were more frequent in the direct instruction group, while arguing was more frequent in the peer tutoring group. (RH)

ED 326 346 RC 017 831

Abatena, Hailu
The Application of Community Development Principles and Methods to Successful Rural Development Projects: Few Case Studies from Ethiopia.
PUB DATE- Jul 89
NOTE- 23p.; Revised version of a paper presented at the 20th Anniversary Conference of the Community Development Society of America (St. Louis, MO, July 23-27, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Benefits; Community Cooperation; *Community Development; *Community Programs; *Developing Nations; Economic Development; *Human Resources; *Organizational Development; Program Development; Quality of Life; Rural Development; *Social Development
IDENTIFIERS- Ethiopia

This paper argues that the goal of community development should be to provide more than material gains such as fast economic growth. The paper provides two case studies from Ethiopia which demonstrate how proper implementation of community development processes and principles might lead to successful attainment of tangible and intangible development goals. During the past two decades, there has been growing doubt about the efficacy of community development. The criticism is often based on the notion that community development is designed to produce only tangible results or material progress. Intangible objectives might include social and psychological development, human resource development, or institutional development. Certain key elements or principles of community development are described and it is noted that if these are observed, they will make successful implementation of a development program more attainable. The formation of a community development association and the development of a small cooperative store and weaving industry are described. These two cases, both from Ethiopia, are offered to demonstrate community development's potential for the third world. (TES)

ED 326 359 RC 017 904

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Relevance of Education to Rural Development. Regional Study Group Meeting on Identification of Causes of Educational Underdevelopment in Rural Areas and on Relevance of Education to the Rual Environment (Bangkok, Thailand, October 22-November 8, 1985).

PUB DATE- 86

NOTE- 65p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Developing Nations; *Educational Change; Educational Innovation; Educational Planning; Educational Practices; Elementary Secondary Education; Equal Education; Foreign Countries; Poverty; Program Effectiveness; *Role of Education; *Rural Development; Rural Economics; *Rural Education; Rural Environment; *Rural Schools

IDENTIFIERS- Bangladesh; China; India; Iran; Malaysia; Neapal; Pakistan; Thailand

Developing countries in Asia and the Pacific are undergoing a critical period in rural development. As part of a plan for integrated rural development, education has shifted its priorities to equalizing access to educational opportunities and improving quality of instruction. Representatives from Bangladesh, China, India, Iran, Malaysia, Nepal, Pakistan, and Thailand held a Study Group Meeting aimed at identifying causes of educational underdevelopment in rural areas and related issues. The group attributed the educational underdevelopment of the rural areas to the following major causes: (1) poverty combined with cultural, social, religious, and political factors affecting education in different geographical conditions; (2) transportation and communication factors; (3) population explosion; (4) language difficulties; (5) inadequate emphasis on rural development in educational policy, planning, and management; (6) inadequate provision of educational services due to disparities in educational opportunities and inefficient or inadequate physical facilities and materials; (7) irrelevance of the curriculum to the rural environment and needs; (8) low quality of teaching due to low professional competence, experience, incentives, and motivation, lack of teacher support services, lack of materials; and (9) lack of parental or community support. The report describes the participating countries' experiences in rural educational development, and also includes a review of the participating countries' innovative approaches to providing education in rural areas, an analysis of selected innovative approaches, a proposed regional plan of action, and recommendations for the improvement of education in rural areas. Appendices include the agenda of the meeting and a list of participants. (ALL)

ED 326 373 RC 017 936

Elder, Glen H., Jr.; And Others

Families under Economic Pressure.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

PUB DATE- Oct 90

NOTE- 43p.; Figures 1 and 4 are not included in the document.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Economic Change; Family Attitudes; *Family Income; Family Life; Family Problems; Family Relationship; Low Income Counties; Mental Health; *Poverty; Rural Areas; *Rural Economics; *Rural Family; Rural Sociology; *Social Adjustment; Socioeconomic Influences; Stress Variables

IDENTIFIERS- Iowa

The economic decline of rural America has widespread consequences for families, children, and education. Broad changes in farming and in the rural nonfarm sector have pushed the poverty rate for rural areas in the 1980s higher than the central cities rate. Projections indicate that by the mid-1990s, one-half of all farm families in the midwest may become financially insolvent. Prompted by a decline in economic and living standards, the young and educated leave, schools and service establishments close, and social pathology increases. This study focuses on families under economic pressure in an agriculturally dependent county in Iowa. Relatively affluent before the downturn, these families had much to lose in a troubled economy. The sample includes 76 two-parent families with a seventh-grade child and at least one other sibling. Approximately half of the parents grew up on a farm, but only 12% define themselves as farmers. Four out of five of the families are in the middle class. Based on self-report and observational data, this study examined ways in which families were adapting to scarcity and the psychosocial consequences of such adaptation for couples and their children. Findings indicate: (1) that adverse income change has effects on hardship adaptations that match those of income level and far exceed the influence of unstable work; (2) that hardship adaptations mediated the negative effects of deprivation on emotional health and family relationships; and (3) that father's negativity represents a stronger link between hardship and child behavior than mother's negativity. The document includes data tables, illustrative figures, and 48 references. (ALL)

ED 326 453 SO 020 801

Wadlow, Joan K.; Duly, Leslie C.

Tentative Steps in Outcome Assessment in International Education.

PUB DATE- 88
NOTE- 8p.; Based on a paper presented at the American Forum on Education and International Competence (St. Louis, MO, May 13-16, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Planning; Higher Education; *Institutional Evaluation; *International Studies; *Outcomes of Education; *Program Evaluation; Resource Allocation

Assessment strategies that colleges and universities design to evaluate the effectiveness of their academic programs should be compatible with other institutional improvement strategies. This paper stems from work done by the Outcomes Assessment Project in International Education, a project that attempts to assist institutions in measuring the effectiveness of their commitment and resources in meeting objectives in international education. The question of how educational assessment fits with other institutional strategies is addressed; assessment programs in international education are used as the focal point. Assessment strategy should be integrated into planning, priorities, and program reviews. Such integration should accomplish three important objectives. It should: (1) link assessment to the budget process; (2) integrate the cost of assessment into program evaluation; and (3) enable faculty and administrators to capitalize on institutional strengths and select areas for improvement where cost effectiveness can be demonstrated. In regard to international study, two components of an assessment strategy can serve to demonstrate the importance of institutional integration. The first component is assessment of knowledge of international affairs; the second is self-reporting by students of their non-classroom activities. Advantages of integrating assessment of international education competence into institutional improvement strategies are the following: faculty recognize assessment to be an integral part of program development and improvement; resources can be redirected to programs that will have maximum impact; and new options to achieve greater international competence can be identified. (DB)

ED 326 112 HE 024 012

Bloland, Harland G.; Bornstein, Rita

On the Transformation of an Administrative Occupation: Professionalization Processes and University Fund Raising. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); Administrator Characteristics; *Administrator Education; Certification; Change Strategies; Employee Attitudes; *Fund Raising; Higher Education; Professional Associations; *Professional Development; Professional Occupations; *Socialization

IDENTIFIERS- *ASHE Annual Meeting; *Professionalism

A study evaluated the potential of professionalization strategies for enhancing the occupation of development officers, particularly in higher education. Based on the strength (high or low of the individual's commitment to two variables, namely, the occupation (cosmopolitanism) and the institution (localism), four recognizable development types are identified: the professional, marked by high loyalty to both the institution and the occupation; the careerist (sometimes called a "migrant worker") marked by loyalty to the occupation above the institution; the placebound worker, having little loyalty to either the occupation or the institution; and the booster, marked by high loyalty to the institution and minimum identification with the occupation. Three theoretical perspectives on professionalization in general, from the 1950s to the present, are described: functional, pluralist power, and institutional. Goals, strategies, and tactics commonly used in the professionalization process are discussed, including development of a knowledge base, instilling of a service orientation, organization of national and regional associations, construction of codes of ethics, and introduction of certification, licensing, and accreditation. The benefits and costs of professional skill development and of establishing a theoretical and research base for this and other professions are assessed. It is concluded that while development officers are concerned about their professional image, there appears to be little interest in developing the theory and research base for fund-raising as a mature profession. Includes 27 references. (MSE)

ED 326 229 IR 053 256

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference, 1989. Division of Special Libraries. Section of Administrative Libraries; Section of Social Science Libraries; Section of Geography and Map Libraries; Section of Science and Technology Libraries; Section of Biological and Medical Science Libraries; Section of Art Libraries; Joint Session with the Round Table on Audiovisual Media. The International Association of Law Libraries. Booklet 20.

PUB DATE- Aug 89

NOTE- 201p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 20 papers are followed by English translations of eight papers not given in English; plus five additional papers.

LANGUAGE- French; English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Libraries; Access to Information; Art; *Financial Support; Foreign Countries; Government Publications; Higher Education; *Library Administration; Maps; Medical Libraries; *Scientific and Technical Information; *Special Libraries; *Technological Advancement; *Users (Information)

Twenty-one papers from the Division of Special Libraries are included in this collection: "Information Systems Planning as a Tool of Developing Library Work: The Case of Statistics Library" (Heli Myllys); "The Libraries of the French Central Government Departments and the Administrative Library of the City of Paris" (French and English versions; Pierre Casselle); "Legal Databases in France: The Current Market)" (French and English versions; Anny Maximin); "Access to Administrative Information" (French and English versions; Paul de Bourguesdon); "In the Community of the Social Sciences, Who Benefits from the New Information Technologies? (Dans la communaute des sciences socials, qui beneficie des Nouvelles Technologies de l'Informations)" (Jean Meyriat); "Crumbling Walls: The Impact of the Electronic Age on Libraries and Their Clienteles" (Joseph A. Rosenthal); "Increase of User Satisfaction Through Use of Electronic Media in a University Library" (Piedad Dector); "Chinese MARC Database on CD-ROM" (Nancy Ou-lan Chou, et al.); "Archiving and Distributing Aerial Photography and Space Images" (French and English versions; Daniel Plu and Guy Ducher); "The Financing of Spanish Map Libraries)" (English and Spanish versions; Montserrat Galera i Monegal); "PC CARTONET: A Microcomputer Version of the CARTONET Map Library Automation System" (Barbara Morris, et al.); "The Economics of Topographic Mapping of the United States" (Gary North); "Alternatives to Public Funding of University Science and Technology Libraries: The North American Experience" (Nancy D. Anderson); "Document Supply by Science and Technology Libraries--Is There a Role for International Organizations?" (Elin Tornudd); "New Approaches to the Management of Medical Libraries in the Czechoslovak Socialist Republic" (Jan Peska); "ADONIS: Between Myth and Reality. Trial Document Supply Using CD-ROM Technology" (Ulrich Korwitz); "The Economic Impact of the Document Delivery on Scientific Journals" (Marc Walckiers); "French Art Libraries and the New Technologies of Pictures" (French and English versions; Michel Melot); "Photographic Collections in Japan: Accessibility and New Technology" (French and English versions; Hiroyuki Hatano); "Librarianship, Law, and Communication: The Issue" (French and English versions, Jean Martin); and "Supranational and Constitutional Courts in Europe: Functions and Sources: Germany, Austria, and Switzerland" (Joachim Schwitzke). (SD)

ED 326 257 JC 900 535

Jardine, Douglas K.
Involving the Community.
PUB DATE- Aug 90
NOTE- 27p.; Paper presented at the 1990 Summer Academy of the Association of Washington Community College Administrators (Blaine, WA, August 7-9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; *Community Involvement; Curriculum Design; Economic Development; Educational Finance; Financial Support; Foreign Countries; Government School Relationship; Leadership; Mission Statements; *Politics of Education; Public Opinion; *School Business Relationship; *School Community Relationship; *School Involvement; Teacher Participation; Two Year Colleges
IDENTIFIERS- *Canada; Capilano College BC

When a college is held in high esteem by the important and prominent leaders in the larger community, that community can be counted on in times of need or crisis. Therefore, community involvement, though clearly a high moral imperative, also grows out of the college's enlightened self-interest. In an effort to increase involvement in and with the larger community, Capilano College (CC) in Vancouver, British Columbia, sought to involve itself in an important community project which would have long-lasting positive outcomes for the community. The opportunity for involvement arose during British Columbia's recession of 1985. CC funded a feasibility study and then an economic development plan which gained the respect of local government and area business leaders. The successful implementation of the plan placed the college in high esteem. Having earned the respect of local governments and the local community, the college received funding from both sources for construction of a new gymnasium at the college. Encouraging faculty and staff to involve themselves in community projects of interest to them became another mechanism to raise the visibility of, and regard for, the college. Aspects of the curriculum, such as the labor studies program which educates and trains members of the trade union movement, has also served to increase community involvement and the college's positive image. Finally, an international student exchange program involving host families has helped to foster cross-cultural awareness in the community. Community involvement can take many forms and have many benefits and should be on the college's corporate agenda. (JMC)

ED 326 285 JC 910 019

Arizona State Board of Directors for Community Colleges, Phoenix.
Annual Report to the Governor, 1989-1990.

PUB DATE- 90
NOTE- 146p.; For the 1988-1989 edition of this report, see ED 312 004.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *Arizona

This five-part annual report provides information for fiscal year 1989-90 on the Arizona State Board of Directors for Community Colleges, the state's community college districts, college finances and enrollments, and vocational education. Section I states the Board's philosophy of education, delineates general fund expenditures and indicates the number of teaching certificates issued. Section II contains a directory of Arizona's community colleges, campuses, and skill centers, and information on fall 1989 and spring 1990 personnel. Financial data are presented in section III, including information on: (1) revenues and expenditures; (2) sources of funds; (3) general and plant fund income; (4) disposition of funds; (5) general fund current operating expenditures; (6) state aid income; (7) cost and income factors; (8) full-time equivalent (FTE) enrollments in short-term courses, open-entry/open-exit courses, and vocational programs; (9) the history of state aid to community colleges; and (10) plant investment and debt retirement. Section IV offers enrollment data, including a history of FTE, vocational, and headcount enrollments by district; information on student characteristics; and statistics on degrees and certificates awarded, credit hours enrolled, and off-campus and non-credit enrollments. Section V focuses on vocational education, providing data on federal vocational education funding, funded vocational education projects, and skill centers. The report concludes with a matrix showing all curriculum offerings at each of the community colleges. (GFW)

ED 326 405 SE 051 764

Kennedy, Rebecca, Comp.; Cadoree, Michelle, Comp.
Library of Congress, Washington, DC. Science and Technology Div.
Women in the Sciences. LC Science Tracer Bullet.
PUB DATE- Sep 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biographies; Engineers; *Females; Reference Materials; Resource Materials; *Science Careers; Science Education; *Science History; Sex Bias

This is a guide to sources of information related to the history and contributions of women in the fields of science, medicine, and engineering. Also included are writings on present-day women scientists, as well as materials on the current status and concerns of women in the sciences. It is not intended to be a comprehensive bibliography. Categories include: (1) "Introductions to the Topic"; (2) "Subject Headings"; (3) "Basic Texts"; (4) "Additional Texts"; (5) "Guides, Handbooks and Dictionaries"; (6) "Correspondence, Reminiscences and Biographical Material"; (7) "Biographical Material for Younger Readers"; (8) "Bibliographies"; (9) "Conference Proceedings"; (10) "Selected Conference Proceedings"; (11) "Dissertations"; (12) "Selected Dissertations"; (13) "Government Publications"; (14) "Selected Government Publications"; (15) "Vocational/Career Opportunities"; (16) "Statistical Information"; (17) "Selected Statistical Sources"; (18) "Abstracting and Indexing Services"; (19) "Journals"; (20) "Selected Journal Articles"; (21) "Reports"; (22) "Selected Reports"; (23) "Selected Materials"; and (24) "Additional Sources of Information." (CW)

ED 326 421   SE 051 780

Oregon State Dept. of Education, Salem.
Concept/Process-Based Science. Science Curriculum Concept Paper #4.
PUB DATE- Sep 90
NOTE- 13p.; For a related document, see SE 051 781.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cognitive Development; *Concept Formation; *Educational Trends; *Elementary School Science; Elementary Secondary Education; Experiential Learning; Literature Reviews; Misconceptions; Personal Autonomy; *Problem Solving; Science and Society; *Science Curriculum; Science Education; Scientific Concepts; *Secondary School Science; Values Education
IDENTIFIERS- *Constructivism

Major efforts are underway to identify and define a science of science education which will reverse the relationship between research and program development. This trend is toward using research on how learners grow and develop prior to program development and the organization of instructional techniques. Clear scientific explanations of how students learn will be of great practical value in assisting teachers to more directly work with and promote students' learning activities. Therefore, in order to define concept/process-based science education, this paper begins by summarizing the relevant research trends. The research, which leads to a definition of concept/process-based science, has been summarized in five main areas which include: (1) the instructional methods teachers use; (2) the curriculum that is identified as important to student growth; (3) the learning activities in which students are asked to participate; (4) the evaluation of student growth; and (5) placing science in a broader, interdisciplinary context which relates it to societal values. Each section discusses the problem, the trend, and the implication for science education. The paper concludes with a definition of Oregon's concept/process-based science. (KR)

ED 326 470 SO 030 436

Wilson, Suzanne M.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Mastodons, Maps, and Michigan: Exploring Uncharted Territory while Teaching Elementary School Social Studies. Elementary Subjects Center Series No. 24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 28p.; Presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Curriculum; *Instructional Effectiveness; Interdisciplinary Approach; Maps; Skill Development; *Social Studies; Student Educational Objectives; Teacher Education; *Teaching Experience; Teaching Methods; Teaching Skills
IDENTIFIERS- *Dewey (John); *Michigan

Using three instances from elementary school teaching experience, the paper examines the ways in which subject matter knowledge influences pedagogical thinking. It is proposed that subject matter knowledge creates two major problems for teachers. First, it results in an explosion of the curricular landscape, for if teachers know subject matter well, the curricular territory expands. This expansion includes a blurring of the boundaries between different school subjects. Second, subject matter knowledge is a necessary but not sufficient condition for creating powerful instructional representations. Teachers, therefore, need pedagogical content knowledge as well as knowledge of their subject matters. (Author/DB)

ED 326 216 IR 052 715

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference 1988. Division of Collections and Services. Section on Interlending and Doucment Delivery; Section on Acquisition and Exchange; Section on Rare and Precious Books and Documents; Section on Serial Publications.

PUB DATE- Sep 88

NOTE- 74p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Cataloging; Classification; Foreign Countries; Government Publications; Government Role; Higher Education; *Interlibrary Loans; Library Science; *Library Services; *National Libraries; Optical Data Disks; Serials; *Technological Advancement

IDENTIFIERS- *Document Delivery; Library Development; *Rare Books; Retrospective Conversion (Library Catalogs)

The 14 papers in this compilation focus on library collections and services: (1) "Retrospective Conversion and Its Significance for Inter-Library Loan" (Rudolf Frankenberger, Germany); (2) "Inter-Library Loan Traffic in the South West Pacific and South East Asia" (Beth Stone, Australia); (3) "The Inter-Library Loan Scene in Australia: 1988" (F. C. A. Exon, Australia); (4) "Decentralising National Acquisition Policies--Illustrations from European Countries" (Joachim-Felix Leonhard, West Germany); (5) "Differential Pricing in the International Book Market" (Ulrich Montag, West Germany); (6) "ACPAD (Australian Centre for Publications Acquired for Development)--An Australian Contribution to Library Development in Southeast Asia and the Pacific" (Prue Watters, Australia); (7) "Australiana and Canadiana: The Exile Narratives" (Richard Landon, Canada); (8) "South Pacific Books and the Concept of Rarity" (Sharon Dell, New Zealand); (9) "The Future for Rare Books Collections in Australia" (Trevor Mills, Australia); (10) "Selection and Acquisition of Serials: The Impact of the New Technology" (David Toll, Australia); (11) "'What Is That Hyphen Doing Anyway?' Cataloguing and Classification of Serials and the New Technologies" (Philip Bryant, United Kingdom); (12) "Reference and Public Service Activities for Serial Publications at the National Library of New Zealand" (Christel McClare, New Zealand); (13) "The Application of New Technologies to the Dissemination of Governmental Information--The PAHO (Pan American Health Organization) CD-ROM Project" (Ana Flavia DaFonseca); and (14) "New Technologies and Government Publications" (Forrest Williams, United States). (CGD)

ED 326 299 PS 018 560

Rogers, Jean G.; Webster, Raymond E.
A Research Review of Early Identification of At-Risk Learners.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Achievement; *At Risk Persons; Comparative Analysis; *Disabilities; Early Childhood Education; *Identification; Parent Influence; Predictor Variables; Racial Differences; *Screening Tests; Sex Differences; *Socioeconomic Background; Socioeconomic Status; Young Children

A review of nine major studies of preschoolers compares the predictive validity of achievement and psychoeducational tests in the identification of at-risk learners with the predictive validity of socioeconomic information. Findings indicate that tests used for special education identification have only a slightly better than chance prediction rate. More reliable predictors of school success are the race and educational status of the mother, the gender of the child, and the socioeconomic background of mother and child. The studies indicate that no test instruments can predict at-risk learners at an early age better than chance. Observations of children's abilities to follow direction, attend to tasks, visually and sequentially organize tasks, and systematically approach tasks may be the best indicators of early school success and failure. (Author/RH)

ED 326 389 SE 051 748

Wilson, Mary Alice B.; Wolf, Thomas

Partners in Elementary Science. Final Report. Part I: Administrator's Final Report. Part II: Evaluator's Final Report.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 30 Aug 90

NOTE- 94p.; Contains some light and small type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; *Elementary School Science; Experiential Learning; *Faculty Development; Higher Education; *Inservice Teacher Education; Interviews; Questionnaires; *Science Instruction; *Teacher Attitudes; Teacher Characteristics; *Teacher Improvement; Workshops

The Partners in Elementary Science (PIES) program of the National Science Foundation (NSF) is a model Teacher Enhancement project. Its goal was to develop and test a program to help elementary teachers strengthen their science teaching by addressing areas of need, specifically teachers' confidence in teaching inquiry science and helping teachers overcome forces inhibiting the teaching of science. The NSF/PIES project was sponsored by the Five College/Public School Partnership--a school/college collaborative initiated in 1984 to share resources and strengthen communication between the 43 school systems in the 4 western Massachusetts counties and members of the higher education consortium, Five Colleges, Inc. (Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts at Amherst). The Administrator's report presents the various aspects of the program in chronological order: (1) staffing; (2) participants; (3) spring pre-institute workshops; (4) institute; (5) academic year follow-up; and (6) continuation. Each section includes a brief description followed by suggestions to other administrators starting similar projects. The Evaluator's report is divided into two sections. The first is a summary report which looks at NSF/PIES as a successful staff development project and analyzes the reasons for its success. The second is a series of presentations and discussions for each major data source used in the process. Appended are all of the questionnaire and interview protocols, the criteria used by the people who made the classroom observations for the project, and a full chronology of project events. (KR)

ED 326 065 FL 018 986

Allwright, Dick
Lancaster Univ. (England). Dept. of Linguistics and Modern English Language.
How Important Are Lessons Anyway? Lancaster-Leeds Language Learning in Large Classes Research Project. Project Report No. 12.
SPONS. AGENCY- Bell Educational Trust, Cambridge (England).; British Council, London (England).
PUB DATE- 89
NOTE- 16p.; Also sponsored by the Centre for British Teachers.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Classroom Environment; *Class Size; Foreign Countries; Learning Strategies; *Second Language Learning; Small Classes; Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teacher Role; *Teacher Student Ratio; Teacher Student Relationship

Relevant research literature does not generally support the notion that class size is a significant variable in learner achievement. This, if true, may be the result of various factors. Although teachers believe that they alter their teaching strategies for different class sizes, this may not be the case. More likely is the possibility that classroom lessons themselves are not significant determinants of the achievement of learners. Some research has indicated that students perceive classroom lessons to be inadequate or even a hindrance to the learning process, and tend to compensate for this by pursing extra-classroom learning or educational activities. While additional research on the effect of class size is needed to confirm this hypothesis, especially for language education, these observations point to the need for research on language learners study habits to see if relatively successful learners spend more time learning out of class than do less successful learners. (JL)

ED 326 082 FL 800 214

Kalmar, Tomas Mario
Adult Literacy Resource Inst., Boston, MA.
The Voice of Fulano.
PUB DATE- 82
NOTE- 95p.; Contains many pages of blurred type.
LANGUAGE- English; Spanish
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agricultural Laborers; Case Studies; English (Second Language); *Hispanic Americans; *Literacy Education; *Migrant Education; *Outreach Programs
IDENTIFIERS- *Illinois (Cobden)

In poetry, prose, and correspondence, a collection of writings chronicles the development of a literacy campaign and educational program in Cobden, Illinois. The program--the Bilingual Literacy Campaign--evolved to respond to the need for literacy education among "fulanos," Hispanic-American farm laborers. The papers include the following: a 24-verse poem on the dialogue model of instruction; a report by the co-founder of the campaign (Rob Tate); a poem and description of a method used to teach one man to read and write and a learner-developed English-Spanish dictionary; a description of the events leading to the Cobden literacy campaign; a poem in Spanish about language interference and communication; a list of eight principles to guide adult literacy education; newspaper articles and a letter about the death of a local migrant worker; notes and letters on program costs and administration; miscellaneous field notes; and a creative piece on literacy and the feelings of farm laborers. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 098 HE 023 998

Eid, Mamoud Taha; Jordan-Domschot, Theresa

Needs Assessment of International Students at Eastern Oregon State College.

PUB DATE- 89

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; Citizen Participation; College Housing; College Students; Food Service; *Foreign Students; Higher Education; Interpersonal Relationship; Language Acquisition; Language Skills; *Needs Assessment; *Participant Satisfaction; Social Support Groups; *Student Attitudes; Student Development; *Student Needs

IDENTIFIERS- *Eastern Oregon State College

The purpose of the research project was to assess the needs, satisfaction, and concerns of international students attending Eastern Oregon State College. The international student population consisted of students from Micronesia, Netherlands, Somalia, Saudi Arabia, Jordan, Iran, Japan, Thailand, Zimbabwe, Belgium, Canada, Nigeria, China, Bangladesh, Kenya, Hong Kong, West Germany, Nepal, India, Singapore, Pakistan, Turkey, Malaysia, and Palestine. A total of 85 international students completed the survey, with 29 from Micronesia and 56 from other countries. The 46-item survey collected information concerning needs in seven categories: information, academics, community involvement, interpersonal relationships, English skills, student support, and food and housing. Among the findings were: international students were generally satisfied with their academic advisors, interaction with professors, and understanding of course requirements and the grading system; they wanted to develop more meaningful interaction with community members and groups; they were satisfied with their interpersonal relationships with United U.S. students; language ability was related to academic success; students wanted more opportunities to improve their ability to speak English; and the lack of work opportunities on campus was seen as a major problem. A copy of the survey form is included in the appendix. (25 references.) (JDD)

ED 326 142 HE 024 044

Arkansas General Assembly, Little Rock. Bureau of Legislative Research.

Pre-Paid College Tuition Programs: An Overview. Staff Report 88-2.

PUB DATE- 7 Mar 88

NOTE- 77p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Demonstration Programs; Educational Policy; Higher Education; Models; *Parent Financial Contribution; *Paying for College; *Public Policy; *State Legislation; State Programs; Student Costs; *Trusts (Financial); *Tuition

IDENTIFIERS- *Prepaid College Tuition Programs; Proposed Legislation

This report reviews existing proposals pertaining to pre-paid college tuition programs among the states. Four major program formats are reviewed: the trust approach, the education IRA (Individual Retirement Account) approach, the tuition certificate approach, and the savings bond approach. The advantages and disadvantages of each approach are discussed along with a consideration of important state policy questions. Michigan's program, which calls for the creation of the Michigan Education Trust, is described as a model of legislation for other states. The results of a survey by the Education Commission of the States (ECS), conducted in October 1987, briefly outline the level of interest of each state in pre-paid college tuition programs; more detailed survey results are included in an appendix. A bibliography of 12 items is presented. Appendix A presents proposed legislation from Florida, Michigan, Missouri, and Wyoming. (JDD)

ED 326 157 HE 024 059

Gifford, Vernon D.; Bellipanni Lawrence
The Perceived Relevancy of College Freshman Core Courses in Natural Science.
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *College Freshmen; College Students; Comparative Analysis; *Core Curriculum; Educational Assessment; *Education Majors; Elementary Secondary Education; General Science; Higher Education; Introductory Courses; *Outcomes of Education; Preservice Teacher Education; *Relevance (Education); Schools of Education; Student Attitudes; Two Year College Students; Undergraduate Study

A study was conducted to determine the perceived applicability of, and the extent to which, introductory college/university core science classes were meeting the daily needs/problems of education majors at the college freshman level. A second purpose was to determine if there would be differences in perceived applicability levels of courses taken at junior colleges as compared to senior colleges. Responses from a two-question survey of students majoring in elementary and non-science secondary education (N=905) enrolled in the College of Education at two universities were analyzed. The questions asked whether course content seemed applicable to everyday life, and after having taken the course, whether the course material applied in meeting daily needs/problems. Analysis revealed that the impact of required core courses in natural science had results that fell far short of fulfilling the recommendations of most national organizations interested in science education. While up to 19% of students rated courses or application of courses as "frequently" relevant to everyday needs, up to 39% selected the "never" category. Differences found favored ratings by: elementary education majors over secondary education majors; junior college students over senior college students; and students taking physical science over those taking biological science. Contains five references. (GLR)

ED 326 203 IR 014 744

Honey, Margaret; Moeller, Babette

Center for Technology in Education, New York, NY.

Teachers' Beliefs and Technology Integration: Different Values, Different Understandings. Technical-Report-No. 6.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 90

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Adoption (Ideas); Educational Change; Elementary Secondary Education; Instructional Innovation; *Interviews; *Media Adaptation; *Microcomputers; *Program Implementation; *Teacher Attitudes

This study was designed to examine how teachers' beliefs and values influence the successful integration of microcomputers into the curriculum. Semi-structured interviews with 20 teachers were conducted in elementary, middle, and high schools in one urban and one suburban district in New York State and responses were categorized into four groups: (1) Progressive Practice and Successful Technology Integration; (2) Progressive Practice and Technological Ambivalence; (3) Traditional Practice and Technological Reluctance; and (4) Progressive Practice and Lack of Opportunity. Each group was examined in terms of classroom practices and educational objectives, teachers' perceptions of themselves and their students, conceptualizing the relationship between technology and education, integrating technology into the curriculum, how teachers got involved with technology, facilitating factors, deterring factors, and envisioning future classroom environments. Results indicate that unless teachers are personally ambivalent about computers or have lacked the opportunity to get involved with computer technology, their educational beliefs play an important role in how they choose to appropriate and make use of technologies in their classrooms. (14 references) (DB)

ED 326 243 IR 053 348

Texas State Library, Austin. Dept. of Library Development.
The Long Range Plan for Statewide Library Development in Texas, 1990-1993. Revised.
PUB DATE- Jul 90
NOTE- 238p.; For the 1989-1991 Plan, see ED 301 197.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Planning; Government Role; Guidelines; *Library Administration; Library Automation; *Library Cooperation; Library Development; Library Networks; *Library Services; Library Standards; *Long Range Planning; Master Plans; Questionnaires; *Shared Library Resources; State Libraries; State Programs; *Statewide Planning; Worksheets
IDENTIFIERS- Library Services and Construction Act; *Texas

The Long Range Plan was prepared to satisfy requirements of the Library Services Construction Act (LSCA) and to guide the Texas State Library and Archives Commission in the fulfillment of its statutory mission. The plan provides a framework for the establishment or expansion of programs to carry out the purposes mandated by the state and federal governments. The first four chapters provide: (1) an overview of the Statewide Development Program of the Texas State Library; (2) an assessment of the current situation of libraries; (3) the goals and objectives for improving library services in the coming years; and (4) cost estimates are given to close the gap between current levels of service and standards. The appendixes following Chapter 4 provide more detailed information about: (1) the Automation and Resource Sharing Plan; (2) Library Automation Standards; (3) Evaluation and Criteria (guidelines, forms, and reports); (4) Dissemination of LSCA Information; (5) Coordination of LSCA Programs with Institutions of Higher Education and Public Schools; and (6) policies and procedures for allocating LSCA Title I, Title II, and Title III funds. (SD)

ED 326 315 PS 019 249

Schmitt, Dorren Rafael
Curriculum Implications for Using Computers with Pre-Readers. What
  Are the Socializing Aspects?
PUB DATE- Nov 90
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South
  Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches. Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education;
  *Discourse Analysis; *Interpersonal Communication; Literature
  Reviews; Microcomputers; *Prereading Experience; *Preschool
  Children; Preschool Education; *Student Behavior
IDENTIFIERS- *Conservation

Three high-achieving and three low-achieving 4-year-olds attending prekindergarten at a private elementary school in New Orleans, Louisiana were studied as they interacted with computers in dyads. Subject pairs were composed of one high- and one low-achiever and varied according to sex: boy/boy, boy/girl, and girl/girl.

Qualitative methods of ethnographic observations and informal interviews were used to investigate ways in which the children reacted to and used computers while they used the Shapes, Opposites, Numbers, and ABC programs of the Stickybear series to learn classroom lessons. Findings in the areas of domains, components, and themes are reported. Domains identified were kinds of verbalizations, ways of exploration, the process of coping with lack of attention, and information about the computer. Different types of talk were organized taxonomically to determine directions taken in conversations. Component analysis identified attributes of the four domains. Data indicated that students used exploring and questioning behaviors and talked with each other, with adults, and to the computers. Concluding discussion addresses two research issues: prereaders' difficulties in using computers and implications of the use of computers with prereaders for curricula. Contains 22 references. (RH)

ED 326 332 PS 019 307

Maryland State Dept. of Education, Baltimore.

Young Children Living in Risky Circumstances. Addressing the Needs of At Risk Students during the Early Learning Years. Technical Team Report. Submitted to the Commission for Students At Risk of School Failure.

PUB DATE- 90
NOTE- 84p.; For related documents, see PS 019 306-308.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Failure; Child Health; Early Childhood Education; *Early Intervention; Educational Change; Educational History; Guidelines; *High Risk Students; *Identification; *Individual Development; Nutrition; *Prevention; Profiles; Program Descriptions; *Young Children

This report addresses the conditions of at-risk children and builds a case for changing the odds so that they favor such children. The introduction summarizes nearly a decade of education reform efforts related to disadvantaged youth. It underscores the need to intervene early. Four subsequent sections: (1) describe the developmental characteristics of children during the early learning years; (2) contrast environments that support healthy early development and prevent school failure with those that deprive youth of success; (3) define risk in early childhood and clarify ways in which children can be identified as at-risk; and (4) offer recommendations for intervening on behalf of young children. Tables outline a continuum of services, programs, and activities for young children and their families, and a blueprint for action regarding health and nutrition. Profiles of 35 program examples around the nation are appended. A list of 92 references is included. (RH)

ED 326 438 SE 051 800

Simmons, Deborah A., Ed.; And Others
North American Association for Environmental Education, Troy, OH.
Setting the EE Agenda for the 90s. Conference Proceedings (19th, San Antonio, Texas, November 2-7, 1990). Selected Papers.
PUB DATE- Nov 90
NOTE- 530p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- •College Science; •Conferences; Conservation (Environment); •Elementary School Science; Elementary Secondary Education; •Environmental Education; Higher Education; Natural Resources; •Organizations (Groups); Program Descriptions; Science Education; •Secondary School Science

In November, 1990, over 500 environmental educators from North America, Latin America, and the Caribbean gathered to reflect on the accomplishments and weaknesses of the environmental education movement in San Antonio, Texas. The conference theme, Setting the Agenda for the 90's, helped to focus the presenters and participants on the achievements and limitations of the environmental education field. This volume attempts to present a complete account of the 1990 conference activities with an emphasis on the papers presented in the concurrent sessions. Each presenter's abstract or presentation summary is included in this volume. In cases where a longer paper was submitted, it follows the abstract. This volume is organized into: (1) "General Session Presentations," including the credentials of the general session speakers; (2) "Sectional Workshops"; (3) "Symposia," including the text of papers presented during six symposia; and (4) "Conference Presentations," including over 200 papers organized into 7 strands: "From Research to Application in Environmental Education"; "Educating About Environmental Issues and Policies"; "Curriculum & Teaching Strategies"; "Non-Formal Programs in Environmental Education"; "Cooperative Education Ventures"; "International Education Programs"; and "Promoting EE Programs." (CW)

ED 326 173 HE 024 079

New England Board of Higher Education, Boston, MA.
Economic Competitiveness and International Knowledge: A Special Policy Briefing for New Hampshire Legislators.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Nov 89
NOTE- 91p.; For related documents, see HE 024 076-081.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Role; Economic Change; *Economic Development; Economic Impact; *Educational Cooperation; Educational Needs; Financial Support; Global Approach; Higher Education; *International Trade; Regional Programs; Research and Development; School Business Relationship; Technology Transfer
IDENTIFIERS- *New England; *New Hampshire

A policy briefing report discusses the initiatives currently in place in New Hampshire that are designed to enhance that state's economic and educational effectiveness in order to improve its international competitive position. The report is divided into four major areas of discussion: (1) an overview of the global economic challenge and the New England Board of Higher Education project that addresses international competitiveness; (2) New Hampshire's economy within the international context; (3) New Hampshire's programs for enhancing its international economic competitiveness; and (4) the role and development of higher education in New Hampshire in preparing the state for international economic competition. Included in the areas examined are the state's federal and regional resources, state-level strategies, international trade initiatives, educational initiatives, research and development (R&D) investment, and technology transfer and technical assistance. In addition, the concern about a lack of international awareness, what is being done about it, and recent legislative activity are discussed. Recommendations are made in education and training, stimulation of international awareness, R&D investments, technology transfer, and technical assistance. An appendix includes a list of Massachusetts Global Education Centers Programs, a description of the Workforce 2000 Council, and a trade profile for New Hampshire. (GLR)

ED 326 188 IR 014 727

Canadian Association for Distance Education, Montreal (Quebec).
Reaching Out: Visions for a New Decade: Abstracts = La distance apprivoisee vers une nouvelle decennie: resumes des communications.
PUB DATE- 90
NOTE- 87p.; Abstracts of papers presented at the Conference of the Canadian Association for Distance Education (Canada, 1990). Document contains a cropped page and one with light type.
LANGUAGE- English; French
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) a
DESCRIPTORS- Abstracts; Computer Assisted Instruction; Delivery Systems; *Distance Education; Educational Administration; *Educational Technology; Foreign Countries; Information Networks; Instructional Material Evaluation; Research Projects; Teaching Methods; Teleconferencing; Telecourses
IDENTIFIERS- Canada

This document contains a collection of 85 abstracts, of which 56 are written in English, 27 in French, and 2 in both languages. These abstracts discuss research studies, evaluation studies, needs assessments, and the advantages and disadvantages of distance education and related issues. Some of the titles are: "Activation of learning in distance education through the use of proven instructional strategies," "Distance education initiatives: building administrative systems," "Management of technology--a prototype distance learning program," "Factors influencing course development collaboration," and "Extending the pedagogical effectiveness of distance learning materials." The authors and their affiliations are provided for each abstract. (DB)

ED 326 286 JC 910 020

American River Coll., Sacramento, CA.
2 + 2 + 2 Articulation: A Partnership for Excellence.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 247p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Articulation (Education); College Bound Students; *College School Cooperation; College Transfer Students; Community Colleges; *Curriculum Development; Educational Planning; *Intercollegiate Cooperation; Transfer Policy; *Transfer Programs; Two Year Colleges; *Vocational Education

To facilitate articulation agreements with local high schools, the American River College (ARC) created the Articulation Council composed of members of the college administration and the administrations of several local high school districts. From this committee, secondary school/college faculty committees were formed to examine articulation possibilities in a number of subject areas. With state funding, ARC developed additional articulation efforts with regional occupational programs, adult schools, and universities. This articulation manual, containing basic information on articulation as well as a set of materials for each articulated program at ARC, was designed to serve as both a training manual and a basic reference tool. Following an introductory section defining articulation and describing the benefits for students and programs, articulation materials are provided for 12 specific programs including information on general agreements and procedures, course competencies, and the forms used in the articulation process. The twelve programs are: (1) Art/Home Economics; (2) Automotive Technology; (3) Behavioral/Social Sciences; (4) Business; (5) Communications/Humanities; (6) Electronic Technology; (7) Fire Technology; (8) Forestry; (9) Horticulture; (10) Mathematics/Engineering/Drafting; (11) Science; and (12) Welding. Appendixes include a sample high school district course numbering system, ARC graduation requirements, ARC proficiency requirements, ARC transfer center information, California State University general education requirements and a sample board resolution. (GFW)

ED 326 300 PS 018 670

Oregon Commission on Child Care, Portland.
Child Care in Oregon: Commitment to the Future. 1988 Report to the Governor and Legislature.
PUB DATE- 89
NOTE- 37p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- *Day Care; Early Childhood Education; *Futures (of Society); *Program Administration; Program Development; *Program Improvement; *State Legislation
IDENTIFIERS- *Oregon

The last in a three-part series, this report highlights Oregon's most pressing child care needs and suggests actions to be taken to realize Oregon's commitment to children's futures, a commitment evident in the fact that 30 of the state's 36 counties have designated high quality child care as a top priority. In this report, recommendations are offered for legislation in the areas of child care for school-age children, training for home providers, subsidies for low-income families, scholarships for low-income students, changes to the Parental Leave Law, and the Oregon Commission on Child Care's funding. Recommendations are further offered concerning several unresolved issues, including fair pay for care providers, care for infants and toddlers, care for children of teen parents, liability insurance for care providers, the Oregon child care initiative, the Oregon Act for Better Child Care, and federal child care legislation. The report concludes with brief reviews of the commission's community meetings and statewide conference, its information and referral program, and the activities of the Office of the Child Care Coordinator. (RH)

ED 326 347 RC 017 833

Harrison, Gordon S.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
The Years of Big Spending in Alaska: How Good Is the Record? ISER Occasional Papers No. 20.
PUB DATE- Mar 89
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Budgeting; Educational Finance; *Financial Policy; *Income; Informal Assessment; Money Management; *Public Policy; *Resource Allocation; *State Government; State History; State Programs
IDENTIFIERS- *Alaska; Oil

This paper is an informal assessment of Alaska state spending during the lucrative "oil years" of the early 1980s. The huge Prudhoe Bay oil field began producing in 1977 and reached a daily output of about 1.5 million barrels in 1980. From 1980 to 1986, the field helped Alaska's government to have, in relation to its population, a revenue income that vastly exceeded that of any other state. During those years, the state spent more than $26 billion, most of it from oil revenues. A previous study found that several programs received disproportionately more state money than others. Prominent among these were the following: municipalities receiving grants for operating expenses, capital improvements, and school construction; public corporations; and state-subsidized loan funds, such as the state student-loan program. The following are significant successes of the state's financial management during the early 1980s: (1) establishment of the Permanent Fund, a public financial trust established to save part of Alaska's oil revenues; (2) evidence of concern for distributional equity, benefitting all geographical, ethnic, and socioeconomic groups; (3) support for public education, with educational expenditures exceeding one-third of the state's operating budgets; and (4) a lack of major corruption. The failures of fiscal management, however, include excessive spending, state budgeting performed in secret, and an indifference to accountability. The document includes a table showing state expenditures for education and other programs from 1981 to 1986. It concludes with a call to reform the budget process. (TES)

ED 326 406 SE 051 765

Cadoree, Michelle, Comp.

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

The Crisis in Science Education. LC Science Tracer Bullet.

PUB DATE- Aug 90

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Conference Proceedings; *Educational Improvement; *Educational Trends; Elementary Secondary Education; Government Role; Reference Materials; Resource Materials; *Science Education; *Secondary School Science

In the early 1980's a number of reports on the status of science and mathematics education were published, making evident declining science and mathematics achievement, dropping enrollment, and a shortage of qualified teachers. In April 1983 the National Commission on Excellence in Education presented its report to President Reagan. The report, entitled "A Nation at Risk: The Imperative for Educational Reform," compared the quality of teaching and learning in schools and colleges in the United States with those of other advanced nations. The report became the focus of nationwide media attention. This sparked renewed federal involvement in science and mathematics education, school/industry coalitions were set up, and a call for help was issued to all interested parties. Concerned with the scientific literacy of their employees and their future employees, business and industry offered assistance in a number of ways. This guide is designed to complement other bibliographies on the topic and is not meant as a comprehensive bibliography on the topic. Categories include: (1) "Introductions to the Topic"; (2) "Subject Headings"; (3) "Basic Texts"; (4) "Related and Specialized Texts"; (5) "Bibliographies"; (6) "Selected Conference Proceedings"; (7) "Statistical Information"; (8) "Selected Statistical Sources"; (9) "Government Publications and Reports"; (10) "Selected Government Publications and Reports"; (11) "Abstracting and Indexing Services"; (12) "Journals"; (13) "Representative Articles"; (14) "Selected Materials"; and (15) "Sources of Additional Information." (CW)

ED 326 422 SE 051 781

Cox, David; Fenton, Jerry
Oregon State Dept. of Education, Salem.
A Discussion of Concept/Process-Based Science.
PUB DATE- Oct 90
NOTE- 7p.; For a related document, see SE 051 780.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Cognitive Development; *Concept Formation; *Educational Trends; *Elementary School Science; Elementary Secondary Education; Experiential Learning; Literature Reviews; *Problem Solving; Science and Society; *Science Curriculum; Science Education; Scientific Concepts; *Secondary School Science; Teaching Methods

A concept/process-based science education program is any science education program in which curriculum instruction, learning, activities, and evaluation are organized by an identified set of fundamental concepts and processes to be developed by students. This differs from science education programs that are topically based. Although topical organization is not necessarily excluded in concept/process-based science programs, such instruction should nonetheless clearly focus on the development of fundamental concepts and processes. This paper includes the following sections: (1) "What Is Concept/Process-Based Science Education?"; (2) "Why Change to Concept/Process-Based Science Programs?"; (3) "How to Understand the Science Process Skills"; (4) "How to Understand Science Concepts"; (5) "How to Facilitate Concept/Process Skill Development"; and (6) "What to Change in a Program." (KR)

ED 326 454 SO 020 807

Bonstingl, John Jay
Preparing Beginning Teachers To Prepare Their Students for Success in the Global Realities of the Twenty-First Century: Present Needs, Future Imperatives.

PUB DATE- Jul 89
NOTE- 13p.; Paper presented at the International Symposium on Social Studies and Civic Education in Europe and in the USA (Donau, Bavaria, West Germany, July 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; Change Strategies; Educational Environment; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Futures (of Society); Global Approach; Instructional Effectiveness; *Role of Education; Teacher Characteristics; *Teacher Education; Teaching Methods
IDENTIFIERS- Paradigm Shifts

If education is to be truly successful in preparing young people for the global realities of the next century, teachers must utilize methods and materials attuned to the imperatives of the future rather than to the needs of the past. New paradigms of learning must reflect international and multicultural dimensions of education and of life in general. Dichotemistic and narrowly defined concepts of human interaction must be replaced with collaborative, multifaceted, process-oriented world views. The teacher's traditional self-concept, defined as a transactionally focused repository of information, must give way to a more useful role as a transformationally oriented facilitator of student learning. Rather than rote memorization of static data, students can learn how to use effectively a wide range of information in critical and creative modes of thought and interaction with others, to broaden the base of potential for self, society, and planetary advancement. (Author/DB)

ED 326 471 SO 030 437

Haddad, Wadi D.; And Others
World Bank, Washington, D. C.
Education and Development: Evidence for New Priorities. World Bank Discussion Papers No. 95.
PUB DATE- Aug 90
NOTE- 107p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Developing Nations; Developmental Programs; *Economic Development; Economics; Educational Change; Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Global Approach; *International Education; *Job Training; School Business Relationship; Social Change; Tables (Data)

Education has been recognized as the cornerstone of economic and social development. Now it is even more important as technological change and new methods of production transform the world economy. Development will depend more and more on knowledge-intensive industries, agriculture, and services. The continuing economic crisis, however, is jeopardizing the ability of many countries to maintain even the present quality of their educational services. These countries are falling behind in providing the education and training needed by their youth to create and adapt available knowledge and technologies to the local environment. This report examines the relationship between education and economic development and evaluates various measures designed to improve the quality of education in developing countries. It draws on the successes and failures of past educational policies to recommend strategies that address a number of different economic conditions. Among the topics addressed by the report are: (1) the effect of education on the achievements of women; (2) a comparison of the benefits of vocational/technical and academic education; (3) the effect of education on mortality, nutrition, and fertility; (4) management of the educational system; and (5) cost recovery and private education. Thirty tables of data appear throughout the report and an extensive bibliography is included. (Authors/DB)

Townsend, Barbara K.; Wiese, Michael

Administrative Perceptions of the Value and Content of Higher Education Doctorates. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Administrator Qualifications; College Administration; *Curriculum Design; Curriculum Evaluation; *Doctoral Programs; Higher Education; National Surveys; *Postsecondary Education as a Field of Study; *Program Effectiveness; Relevance (Education)

IDENTIFIERS- *ASHE Annual Meeting

A survey of a representative national sample of 1,110 college presidents, vice presidents, deans of academic affairs, and deans of student affairs, of whom 64% responded, investigated attitudes toward the content of higher education degrees and the degree as a credential for prospective administrators in their institutions. Data on respondents' highest degree and its content area were also gathered. Questions about degree content included assessment of: (1) the usefulness of its content to administrators; (2) the necessity of an administrative internship as part of the doctoral program; and (3) the importance of 10 typical courses (budget and finance, college teaching, community and junior colleges, college curriculum, evaluation, history of higher education, law, organization and governance, state and federal policy-making, student development). Respondents were also asked to rank a higher education doctorate in comparison with a doctorate in an academic discipline as the qualifying credential for three administrative positions: student affairs or institutional management; academic affairs administration; and institutional presidency. Results show the programs' training is frequently perceived as useful both by those with higher education doctorates and those with doctorates in academic disciplines. However, a higher education doctorate is not required for most administrative positions and may not be viewed as the best credential for certain positions. Includes 17 references. (MSE)

ED 326 127 HE 024 027

Twede, Karen

Baccalaureate Transfers: An Exploration of Factors That Influence Second Institution Choice. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *College Choice; *College Transfer Students; Decision Making; Family Financial Resources; Higher Education; Parochial Schools; Private Colleges; Public Colleges; School Holding Power; Student College Relationship; Student Mobility; *Undergraduate Students
IDENTIFIERS- *ASHE Annual Meeting

The study attempted to determine the transfer patterns of students in four-year colleges and universities in order to understand the forces influencing transfer behavior and the choice of institutions. A short survey was mailed to 203 students selected from a large sample from which ambiguous results had been obtained in an earlier survey. After responses were received, the sample was further refined, leaving a smaller but reliable sample of students who entered different baccalaureate institutions in 1987 and subsequently transferred to a different higher education institution in the United States. Among the findings were: (1) half the students were satisfied with their initial college, largely because 65% were already attending their first choice; (2) transferring from four-year to two-year colleges was primarily due to finances; (3) students attending college for economic reasons, i.e., to get a better job and earn more, transfer more often to public institutions than to private; and (4) students may transfer due to realigning their goals. Four factors that influenced second institution choice were: effects from attendance at the initial institution; academic performance; college finances; and academic climate. Suggested areas of future research involve studying a variety of measures of academic and social involvement, the role of finances, and comparing the educational experiences of baccalaureate transfers with baccalaureate persisters. Tables detail study findings. Contains 24 references. (GLR)

ED 326 143 HE 024 045

Huntsberger, Paul E.

New Mexico State Univ., Las Cruces. Center for International Programs.

Reentry Orientation and Alumni Networking in U.S. Colleges and Universities with Agriculture and Natural Resources Programs. Survey Report.

SPONS. AGENCY- International Science and Education Council, Las Cruces, NM.

PUB DATE- Apr 89

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adjustment (to Environment); *Agricultural Education; *Alumni Education; College Graduates; College Programs; Foreign Countries; *Foreign Students; Higher Education; International Programs; Linking Agents; Natural Resources; *Orientation; Peer Relationship; Program Development; *Social Networks; Social Support Groups; *Student College Relationship

IDENTIFIERS- *Foreign Students Home Country Reentry

This report presents results of a survey of U.S. postsecondary institutions with agriculture and natural resources programs, concerning institutional support for reentry orientation and alumni networking programs. Reentry orientation" involves programs that help international students become aware of the adjustment aspects of returning home, and "alumni networking" is the linking of international students with their U.S. institutions, former professors, and other associates. Of 88 institutions responding to the survey, 24 reported that they regularly organize and conduct reentry orientation programs, and 25 organize and conduct alumni networking programs. The report discusses responsibility for program organization, international enrollments, types of program activities, and financing of programs. A directory is presented of 55 institutions that provide or plan to provide reentry and/or alumni programs. A list of 11 further readings concludes the report. (JDD)

ED 326 258 JC 900 576

Kerley, Douglas W.
A Selective Review of Educational Computer Technology in American Community Colleges.
PUB DATE- Sep 90
NOTE- 26p.; Paper presented at a Soviet-American Symposium on "The Development of Teaching/Learning Technique in Professional School" (1st, Anapa, Kazan, USSR, September 10-18, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Computer Assisted Instruction; Computer Networks; *Computer Software; *Computer Software Development; *Educational Development; Educational History; Educational Innovation; Programing Languages; Technological Advancement; Two Year Colleges

After presenting a brief history of computer-assisted instruction (CAI), this paper provides an overview of the current uses of computer technology in instruction at U.S. community colleges. This profile focuses on the ways in which the technology has been spread throughout the curriculum, the characteristics of computer laboratories, and the development of local area networks. Examples of the use of CAI in drill and practice, problem solving, tutoring, and simulation are presented, highlighting recent improvements in the sophistication of tutorial and simulation software. Recent developments in the use of hypertext and hypercards are also discussed, along with advances in presentation and classroom demonstration software and instructional support software. A profile is provided of other recent technological innovations, including new education-oriented authoring languages; interactive video; products combining video, sound, and interaction; and hardware advances. Finally, future norms for CAI are projected. A list of sources that describe, review, or distribute academic software is appended. (JMC)

ED 326 272 JC 910 006

Newmyer, Joseph; And Others
California Community Colleges, Sacramento. Office of the Chancellor.
Long-Range Capital Outlay Growth Plan.

PUB DATE- Jan 91
NOTE- 65p.; Discussed as Agenda Item 9 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, January 10-11, 1991). For a related document, see ED 321 827.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Campus Planning; *Capital Outlay (for Fixed Assets); *Community Colleges; Computer Simulation; Educational Facilities Improvement; *Educational Facilities Planning; *Educational Finance; *Enrollment Projections; Enrollment Trends; Expenditure per Student; Futures (of Society); Microcomputers; Models; Population Growth; Population Trends; *School Construction; School Statistics; State School District Relationship; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Enrollments in California's community colleges are expected to increase by 500,000 students by the year 2005 with the student body demographics expected to shift towards higher percentages of minorities and women. To address this issue, the Chancellor's Office staff are examining enrollment projections under varying assumptions about future conditions and running computer simulations to estimate capital outlay needs for the system. This report presents the Board of Governors of the California Community Colleges' capital outlay growth plan, developed in response to the board's Basic Agenda calling for plans to accommodate projected enrollment growth as well as three other mandates requiring long-range planning for community colleges. Following a brief overview of the plan, an introductory section presents plan objectives, external planning requirements, the planning process, and planning assumptions and conditions. Chapter 1 presents enrollment projections, chapter 2 examines capital outlay planning process and criteria, and chapter 3 reviews alternative methods for accommodating growth. Chapter 4 describes each of the 14 proposed new campuses and 23 proposed new centers to be completed by the year 2005. The final chapter discusses capital outlay funding considerations. Appendixes provide tables of selected planning estimates and capital outlay cost estimates, and brief descriptions of individual district planning conditions. Detailed data tables, figures, and maps are included. (PAA)

ED 326 333 PS 019 308

Maryland State Dept. of Education, Baltimore.
In the Middle. Addressing the Needs of At Risk Students during the Middle Learning Years. Technical Team Report. Submitted to the Commission for Students At Risk of School Failure.
PUB DATE- 90
NOTE- 60p.; For related documents, see PS 019 306-307.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Failure; Career Awareness; Community Role; Educational Improvement; Educational Objectives; Educational Practices; Elementary Education; Family Role; *High Risk Students; *Identification; *Intervention; Middle Schools; Nontraditional Education; *Preadolescents; *Prevention; Profiles; Pupil Personnel Services; Remedial Programs; School Role; Student Characteristics
IDENTIFIERS- *Program Characteristics

This report explores contributions that schools, communities, and families can make toward preventing and intervening in behavior that places young adolescents at risk. The first part of the report considers characteristics of early adolescents and an environmental balance that capitalizes on the diversity of adolescents to minimize their risk of failing in school and life. Particular attention is given to: (1) the school environment, including the importance of an inviting school climate, appropriate curriculum, sound instruction, knowledgeable and caring school staff, and school organization conducive to healthy student development; (2) the home environment and the importance of partnerships between home and school; and (3) the community and partnerships between the community and school. While the first part addresses initiatives and conditions aimed at preventing youth from becoming at risk, the second part suggests an identification process and a range of intervention responses for use with at-risk early adolescents. The five categories of intervention design discussed are: academic assistance and remediation; pupil services and social services; vocational and career awareness; alternative school approaches; and school improvement and reorganization approaches. The concluding section focuses on two goals for implementing appropriate middle school programs and practices in Maryland and discusses several barriers to healthy adolescent student development. An appendix provides 35 profiles of middle school programs across the nation. A list of 49 references is included. (RH)

ED 326 360 RC 017 905

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

Multilevel Grouping, Grades 6-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 3. 1990-91 Laboratory Fellows Teacher Recognition Program. A Project of the Small Schools Network.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Elementary School Teachers; Elementary Secondary Education; *Heterogeneous Grouping; Multigraded Classes; *Recognition (Achievement); Rural Schools; *Secondary School Teachers; Small Schools; Teacher Effectiveness; *Teaching Experience; Teaching Methods; Teaching Styles

Six teachers from small and rural schools throughout the Northeast were selected as the 1990-91 Laboratory Fellows by the Regional Laboratory for Educational Improvement of the Northeast and Islands. These teachers were chosen for their exceptional strategies for incorporating multilevel grouping in their classrooms, grades 6-12. This publication profiles these teachers and includes highlights of their educational background, philosophy and goals. The profiles also summarize the teachers' ideas, strategies, sample lessons, and programs that have enabled them to create multilevel groupings within their classrooms. (ALL)

ED 326 374 RC 017 937

First, Richard J.; And Others

Ohio State Univ., Columbus. Coll. of Social Work.

Preliminary Findings on Rural Homelessness in Ohio.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Ohio State Dept. of Health, Columbus.; Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

PUB DATE- Nov 90

NOTE- 31p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Data Collection; *Economically Disadvantaged; Family Characteristics; *Homeless People; Individual Characteristics; Interviews; Poverty; Rural Areas; Rural Economics; Rural Family; *Rural Population; State Surveys

IDENTIFIERS- *Ohio

This report is designed to present preliminary findings from the first comprehensive study of rural homelessness in the United States. The study was conducted during the first 6 months of 1990, and data were collected from interviews with 921 homeless adults in 21 randomly selected rural counties in Ohio. The sample counties represent 26% of the rural county population in the state. The study was designed to replicate prior research conducted in 1984, thus providing a comparison of the nature and extent of change in the problem of rural homelessness in Ohio over the span of six years. The primary instrument in this study was the Homeless Person Survey that was used in the 1984 study. Findings indicate significant growth in the number of rural homeless persons, as well as some basic changes in their demographic characteristics. The estimated number of homeless in rural Ohio based on the collected sample was 14,462 with the number possibly going as high as 19,616, or 3.4 per thousand. The conclusions drawn from the study include: (1) homelessness is an increasingly pressing rural social problem; (2) rural homeless persons are younger, more likely to be women or mothers with children, more educated and less disabled than their urban counterparts; and (3) patterns of homelessness in rural areas are diverse. Eleven data tables are included, several of which compare variables with the 1984 study. (ALL)

ED 326 066 FL 018 987

Coombe, Christine A.
A Global Perspective in the Foreign Language Classroom.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Course Content; *Cultural Awareness; Cultural Traits; Curriculum Design; Foreign Countries; *Global Approach; *Second Language Instruction; *Teaching Methods

Global education, an attempt to provide students with information and perspectives on diverse countries and cultures so that they may be knowledgeable and responsible members of the world community, is becoming a key concern of foreign language educators. While foreign language education has often included some cultural and historical elements, teachers have recently begun to expand this part of course content, instructing pupils not only about home countries and cultures--France in a French class, for example--but also discussing lifeways and cultural variation found among, say, francophone speakers in Africa, South America, and the Caribbean. Many different methods of "globalizing" education may be employed. Several techniques are detailed including: the creation of a "cultural island" in the classroom, the use of various media, simulation of other cultures, and the use of informative cartoons. While social studies will continue to assume a dominant role in global education, the use of cultural study techniques and strategies, such as those detailed here, can infuse a global dimension into foreign language education. (JL)

ED 326 083 FL 800 250

Kalmar, Tomas Mario
Northeast Consortium of Colleges and Universities in Massachusetts, Lawrence.
Who Requests ESL? A Preliminary Study on Linguistic Minority Applicants to Community Colleges in Northeastern Massachusetts.
SPONS. AGENCY- Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- 14 Sep 88
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- College Second Language Programs; College Students; Community Colleges; *English (Second Language); Higher Education; *Hispanic Americans; *Minority Groups; Program Descriptions; Spanish Speaking; Statistical Analysis; Student Needs
IDENTIFIERS- *Massachusetts

A preliminary study is presented that attempts to define the linguistic needs of minorities in higher education in the State of Massachusetts. In particular, the study focuses on comments and information provided by educators, students, and would-be students, who were interviewed in Spanish and English, in the cities of Lynn, Lawrence, and Lowell, Massachusetts. The study examines the issue of degree attainment in higher education by linguistic minority and English-as-a-Second-Language (ESL) students and the need for statistical data to track this area. An example of assessment/retention rates for native-English-speaking students admitted to the Northeast Consortium of Colleges and Universities is given; the ensuing data are then used as a backdrop to ask and discuss questions concerning the rating system as applied to the linguistic minority pool of applicants. Three ESL program models designed for linguistic minority participation from three community colleges are described, and an argument stressing the need of ESL development studies and academic standards for a degree-granting ESL program is presented. Recommendations are provided. (Adjunct ERIC Clearinghouse on Literacy Education) (GLR)

Ott, Mary Diederich
Maryland Univ., College Park. Office of Institutional Studies.
FY 90 Faculty Salary Review.
PUB DATE- Oct 90
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Employment Practices; Higher Education; *Merit Pay; Personnel Policy; Sex Discrimination; *Sex Fairness; *Teacher Salaries; *Women Faculty
IDENTIFIERS- *University of Maryland College Park

To ensure that faculty salaries are based solely upon the contributions and accomplishments of the individual faculty members at the University of Maryland at College Park, the relationship between male and female faculty salaries was monitored. Female faculty members' salaries for 1990 were reviewed in relation to the salaries of comparably situated men. Salary data used in the review included scattergrams; rosters of faculty, including salaries and years since highest degree; and tables of salaries of newly hired and newly promoted faculty. Statistical analyses were performed comparing the actual salaries of women faculty with salaries predicted on the basis of male faculty members' salaries. Salary adjustments were recommended by review committees for 27 women and 4 men. Appendixes contain a description of the salary-setting process at the University of Maryland, the statistical study design, the units reviewed within each college or school, the linear regression methodology, and women's salary differences. (Six differences) (JDD)

ED 326 158 HE 024 060

Hymel, Glenn M.
Models of Human Behavior: An Interdisciplinary Instructional Focus.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Tulsa, OK, April, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Theories; Course Content; Course Descriptions; Curriculum Design; Higher Education; Interdisciplinary Approach; *Models; *Psychological Studies; *Social Psychology; Social Sciences; Undergraduate Study
IDENTIFIERS- Loyola University LA

An undergraduate psychology course (Models of Human Behavior) that is taught at New Orleans's Loyola University is described. The survey-type course emphasizes an interdisciplinary approach to understanding human behavior and spans several major orientations in Western intellectual thought regarding human behavior. The course is intended to familiarize undergraduate students with many of the great ideas of the great thinkers so that students will develop that knowledge base as a requisite to responsible decision making steeped in rational thought and value considerations. Though rooted primarily in psychology, the Models of Human Behavior course also reflects themes from the disciplines of philosophy, theology, sociology, political science, and biology that have an impact on human behavior. Theorists surveyed in the course include Plato, Aristotle, Augustine, Aguinas, Marx, Freud, Sartre, Skinner, Rogers, and Lorenz. Particular emphasis is given to the contributions of Freud, Skinner, and Rogers considered against the backdrop of the Greco-Christian tradition of Plato, Aristotle, Augustine, and Aquinas. Contains six references. (GLR)

ED 326 204 IR 014 745

Utah State Board of Education, Salt Lake City.
Perspectives on Educational Technology. Educational Technology Study.
PUB DATE- Oct 87
NOTE- 132p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Educational Improvement; Educational Technology; Elementary Secondary Education; *Instructional Development; Organizational Objectives; Professional Education; Program Implementation; Questionnaires; *State Boards of Education; *Technological Advancement
IDENTIFIERS- Utah

Conducted by the State Office of Education in cooperation with IBM Corporation, this study was designed to examine the uses of technology in Utah schools and how the implementation of technology could greatly assist the educational process. Six objectives are specified in Section I: (1) design state-of-the-art technological models to be offered by the state to local districts; (2) expand and improve the "cooperative" information education technology network; (3) develop a plan to integrate the use of technology for instruction and management; (4) identify levels of technology awareness and training needed and develop a plan to meet current and future training needs; (5) analyze current and projected services provided through technology and establish new priorities for new projects; and (6) identify financial and organizational requirements for implementing specified technological services. Section II summarizes the general findings, which are then described in more detail in Section III. The findings include problems concerning inservice training, instructional applications, networking, master planning, electronic mail, fiscal limitations, hardware/software compatibility, and integration/cooperation. Recommendations addressing each problem are examined. Section IV identifies administrative, instructional, and inservice solution models that would benefit public education if implemented, and an implementation plan is outlined in Section V. Sections VI and VII discuss future applications and implications of the study findings. The appendices contain official letters, a methodology checklist, interview schedules, and interview questionnaires. (DB)

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference 1988. Division of Education and Research. Section on Library Theory and Research; Section on Research in Reading; Section on Education and Training; Round Table on Continuing Professional Education; Round Table of Editors of Library Journals.

PUB DATE- Sep 88

NOTE- 36p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Childhood Interests; Foreign Countries; Higher Education; Human Relations; Library Education; *Library Research; Library Science; Library Services; *Professional Continuing Education; *Reading Research; Scholarly Journals; User Satisfaction (Information)

IDENTIFIERS- Childrens Libraries

The 10 papers in this collection focus on library education and research: (1) "Image of Library" (V. D. Stelmakh, USSR); (2) "The Study of Reading Activity in the Context of Australian Libraries" (G. G. Allen & F. C. A. Exon, Australia); (3) "Attitudes to Children's Reading in Singapore" (Tzu Pheng Lee, Singapore); (4) "Human Relations in Library Education: Developing and Maintaining Good Relations with Users" (Patricia Willard, Australia); (5) "Human Relations in Library Education: Relationships among Colleagues" (Robert Stueart, United States); (6) "Improving the Quality of Continuing Education" (Mary Chobot, United States); (7) "An Australian Approach to Continuing Professional Education" (Sue Phillips, Australia); (8) "Continuing Professional Education Needs for Brunei Darussalam: The Search for Quality" (Simon Francis, Brunei Darussalam); (9) "Good, Bad, or Irrelevant: Quality, Price and Value of Library Journals" (Carmel Maguire, Australia); and (10) "Towards a Regional Library Journal" (Thye Seng Chan, Singapore). (CGD)

ED 326 244 IR 053 349

Texas State Library, Austin. Dept. of Library Development.
Down the Road...Long Range Planning for Automation.
PUB DATE- 90
NOTE- 40p.; Appended materials from the original workbook are not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Budgeting; *Evaluation Criteria; *Library Automation; Library Cooperation; Library Expenditures; Library Personnel; Library Services; Library Technical Processes; *Long Range Planning; Mission Statements; *Organizational Objectives; *Self Evaluation (Groups); *User Needs (Information); Workbooks

The materials in this manual/workbook were prepared to assist participants in a workshop on long-range planning for library automation. Chapters cover the following topics: (1) "What Is Long-Range Planning?" (2) "Why Plan?" (3) "Who Needs to Participate?" (4) "Planning to Plan"; (5) "Determining Needs"; (6) "Description and Introduction"; (7) "Mission Statement"; (8) "Goals and Objectives"; (9) "Budget and Financial Statement"; (10) "Timelines"; (11) "Evaluation Process"; and (12) "Important Subsidiary Data." (5 references) (SD)

ED 326 316 PS 019 253

Curry, Nancy E.; Johnson, Carl N.
National Association for the Education of Young Children, Washington, D.C.

Beyond Self-Esteem: Developing a Genuine Sense of Human Value. Research Monograph, Volume 4.

PUB DATE- 90
NOTE- 184p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; *Developmental Stages; Early Childhood Education; Elementary School Students; Guidelines; Infants; Kindergarten Children; Moral Development; *Personality Development; Preschool Children; *Self Esteem; *Social Development; Teacher Role; Toddlers; *Young Children

This guidebook rejects a simplistic view of children's development of self-esteem in favor of a perspective that locates the concept in the larger contexts of children's social, cognitive, moral, and personality development. Part I concerns ways in which young children develop a sense of value. A general introduction to the concept of self-esteem is followed by three chapters that relate findings on developmental aspects of self-esteem. These chapters focus on the ways in which infants and toddlers develop and consolidate a sense of self, preschoolers test and evaluate the self, and kindergartners and primary school students set new standards for the self. Part II covers implications of the knowledge base for practitioners. The text concerns ways in which adults can promote self-esteem in children, care for infants and toddlers, guide preschoolers, and teach kindergartners and primary school students in ways that promote the development of self-esteem. A concluding chapter summarizes the discussion and indicates implications for policy. The guidebook's 316 citations include other monographs and related books from the National Association for the Education of Young Children. (RH)

ED 326 390 SE 051 749

Reusser, Kurt; And Others
Bern Univ. (Switzerland).
Tutoring Mathematical Word Problems Using Solution Trees: Text Comprehension, Situation Comprehension, and Mathematization in Solving Story Problems. Research Report No. 8.
PUB DATE- Apr 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Artificial Intelligence; Cognitive Ability; *Computer Uses in Education; Critical Thinking; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Mathematical Logic; Mathematics Education; *Problem Solving; *Psychoeducational Methods; *Secondary School Mathematics; Thinking Skills; *Tutorial Programs; *Word Problems (Mathematics)

The main concern of this paper is on the psychological processes of how students understand and solve mathematical word problems, and on how this knowledge can be applied to computer-based tutoring. It is argued that only a better understanding of the psychological requirements for understanding and solving those problems will lead to instructional improvement. Introduced first are the major points of a psychological theory of strategic and goal-directed understanding and solving mathematical situation problems derived from work on discourse processing and on work on cognitive simulation related to word problems. Secondly, the psychological and didactic principles, and the techniques used for the development of a computerized tutor designed at helping students to solve complex, verbally stated, mathematical problems are discussed. Developing partly intelligent tutoring systems may not only serve as a means to provide children with the kind of interactive problem solving and learning environments and instructional tools which have been described as didactic models of scaffolding and coaching, reflective learning, or of cognitive apprenticeship, respectively, but also serve as a means to the more fundamental educational goal of becoming an autonomous or self-directed learner. The computer tutoring program, called HERON, uses an iconic form of problem representation called solution trees or conceptual planning trees, a graphical network format of semantic concepts and mathematical operations, intended to capture the hierarchical structure of solution plans of multi-step mathematical situation problems. A narrative and graphical description of the program is included. (KR)

ED 326 439 SE 051 801

Congress of the U.S., Washington, D.C. Senate Committee on Environment and Public Works.

National Environmental Education Act. Report To Accompany S. 1076. 101st Congress, 2d Session, Senate.

PUB DATE- 11 May 90

NOTE- 18p.; Calendar No. 541.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *College Science; *Educational Legislation; *Environmental Education; *Federal Government; *Federal Legislation; *Government Role; Higher Education; Science Education

IDENTIFIERS- Congress 101st

Environmental issues are increasingly complex and interrelated. Responding to national and global environmental problems over the long run will require public understanding of those problems. An expanded program in environmental education will provide a foundation for public understanding of environmental issues and help assure active and informed discussion of the best ways to address environmental problems. The National Environmental Education Act (S.1076) was introduced in May 1989 and is intended to renew and reestablish the federal role in environmental education. It is designed to complement the range of existing environmental education programs being implemented by both government agencies and nonprofit organizations. This report briefly describes the Act and provides a section-by-section analysis. In addition, hearings, roll call votes, regulatory impact, and estimated cost to the Federal Government are discussed. The full text of Senate Bill 1706 as reported is included in this document. (CW)

ED 326 174 HE 024 080

New England Board of Higher Education, Boston, MA.

Economic Competitiveness and International Knowledge. A Special Policy Briefing for Rhode Island Legislators.

SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Feb 89
NOTE- 76p.; For related documents, see HE 024 076-081.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Role; Economic Change; *Economic Development; Economic Impact; *Educational Cooperation; Educational Needs; Financial Support; Global Approach; Higher Education; *International Trade; Regional Programs; Research and Development; School Business Relationship; Technology Transfer
IDENTIFIERS- *New England; *Rhode Island

A policy briefing report discusses the initiatives currently in place in Rhode Island that are designed to enhance that state's economic and educational effectiveness in order to improve its international competitive position. The report is divided into four major areas of discussion: (1) an overview of the global economic challenge and the New England Board of Higher Education project that addresses international competitiveness; (2) Rhode Island's economy within the international context; (3) Rhode Island's programs for enhancing its international economic competitiveness; and (4) the role and development of higher education in Rhode Island in preparing the state for international economic competition. Included in the areas examined are the state's federal and regional resources, state-level strategies, international trade initiatives, educational initiatives, research and development (R&D) investment, and technology transfer and technical assistance. In addition, the concern about a lack of international awareness, what is being done about it, and recent legislative activity are discussed. Recommendations are made in education and training, stimulation of international awareness, R&D investments, technology transfer, and technical assistance. An appendix includes a trade profile for Rhode Island. (GLR)

ED 326 189 IR 014 728

Margitta, Ivan, Ed.
Victoria Education Dept. (Australia).
Curriculum and Technology in Schools: Expanding Alternatives in Rural Schools.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; *Computer Assisted Instruction; *Distance Education; Electronic Classrooms; Foreign Countries; Information Services; Instructional Innovation; *Programed Instructional Materials; *Rural Schools; Secondary Schools; *Telecommunications
IDENTIFIERS- *Australia (Victoria)

The 14 articles in this collection demonstrate the range of uses of technology for the improvement of participation and retention of students in years 11 and 12 in the rural post-primary schools of Victoria, Australia. An agreement negotiated with the Commonwealth Government, which is known as Resource Agreement 3 (RA3), operated during 1987-88 and was instrumental in forming 83 rural post-primary schools into 17 clusters, each consisting of 2 to 9 schools. The clusters proposed ways of sharing equipment and human resources, and ways of using communication technology for overcoming the large distances. Programs initiated as a result of local decision making within the clusters include: (1) adaptation of Macintosh computer technology to suit specific purposes or tasks in existing subjects; (2) establishment of a system providing information on careers, occupations, post-college options, and future schooling; (3) a course that joins traditional craft subjects with the technology necessary for project design and construction, as well as hands-on experience with machinery; (4) a commercial sewing course; (5) an environmental science program; (6) information networks and foreign language instruction via satellite; and (7) music studies. (DB)

ED 326 230 IR 053 257

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference, 1989. Division of Libraries Serving the General Public. Section on Children's Libraries; Section of School Libraries; Section of Libraries Serving Disadvantaged Persons. Booklet 30.
PUB DATE- Aug 89
NOTE- 139p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 30 papers are followed by English translations of five papers not given in English, plus eight additional papers.
LANGUAGE- French; English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Libraries; Blindness; *Disadvantaged; Elementary Secondary Education; Foreign Countries; Higher Education; Information Retrieval; *Institutional Cooperation; *Library Networks; *Library Services; Museums; Physical Disabilities; Public Libraries; *School Libraries; Therapy

Fifteen papers from the Division of Libraries Serving the General Public are included in this collection: "When the Children's Library Meets the Museum" (French and English versions; Annie Pissard); "Value of Library Service for Children Literature in France" (Aline Eisenegger); "The Latin American Literature in France" (Aline Eisenegger); "The Latin America Network of Documentation Centres for Children's Literature as an Information Tool" (Clara Budnik); "On Some Theoretical Foundations of the School Library/Media Center and Their Implications for Education" (French and English versions; Paulette Bernhard); "Pedagogy of Reading in a Rural Area" (French and English versions; A. Valin); "Academic Achievement and the School Library: An International Study" (Setsuko Koga, et al.); "Library and School for Young Children and Handicapped Children: An Original Cooperation" (French and English versions; Myriam Lott Deschamps); "Television and Visiophonie: Therapy and Mass Media" (French and English versions; Jean-Pierre Seguin); "Inmates-Adopt-a-Scholar: A Case Study in New York State Prison Library Programming to Develop Critical Thinking Skills" (Myra Albert); "IFLA's Section for Libraries Serving Disadvantaged Persons: A Presentation" (Gunilla Malgren-Neale); "Access to Information for Visually Impaired Students in the University Environment: The Situation in Germany" (Rainer F. V. Witte); "How Blind People Access Data Stored on CD-ROM in University Libraries" (Anita Richaume); "Tobia Center: Braille Research and Printing Center: A Summary of 12 Years' Experiment" (Monique Truquet); and "Public Libraries Against Illiteracy" (Ernest A. DiMattia, Jr.). (SD)

ED 326 301 PS 018 820

Cole, Michael
Context, Modularity, and the Cultural Constitution of Development.
PUB DATE- Mar 90
NOTE- 51p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Context Effect; *Cultural Influences; *Culture; Definitions; *Evolution; Heredity; *Individual Development; Time
IDENTIFIERS- Consciousness; Mediating Structures; *Modularity; Theoretical Analysis

A proper understanding of the role of culture in development can make a significant contribution to the development of theory and offer a more certain guide to practice than current theories afford. Three frameworks for interpreting the influence of nature and nurture on individual development assign biological and environmental factors a direct role in shaping the individual. An alternative framework models a view of the cultural mediation of biological inheritance and universal features of the environment. This framework is discussed in terms of two forms of "structuration processes" that characterize human development: context and modularity. Context is thought of as a cultural source in the "structuration" of behavior, while modularity indexes a model of the structure of mind which posits domain-specific modules loosely linked by a "central processor." Interposed between modules and processor is a level of organization thought to be roughly equivalent to cultural context, which selectively recruits different kinds of modular inputs depending on culturally accumulated constraints. This picture of the interaction of context and modularity is elaborated in a discussion of the temporal relations between the two forms of structuration in the contexts of the microtime of individual development and the macrotime of evolutionary history. (RH)

Congress of the U.S., Washington, D.C. Senate Select Committee on
Indian Affairs.

Reauthorization of the Tribally Controlled Community College
Assistance Act of 1978. Hearing on S. 2167 To Reauthorize the
Tribally Controlled College Assistance Act of 1978 and the Navajo
Community College Act and on S. 2213 To Increase the Federal
Contribution to the Tribally Controlled Community College
Endowment Program, before the Select Committee on Indian Affairs,
United States Senate, One Hundred First Congress, Second Session
(Bismarck, North Dakota, April 9, 1990).

PUB DATE- 90
NOTE- 140p.; Some pages contain small, light print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Community Colleges; *Educational Finance; *Federal Aid; Federal Indian Relationship; Federal Legislation; Federal Programs; *Financial Needs; Financial Support; Hearings; Higher Education; *School Support; Trust Responsibility (Government)
IDENTIFIERS- American Indian Higher Education Consortium; Congress 101st; Navajo Community College AZ; Reauthorization Legislation; *Tribally Controlled Comm Coll Assist Act 1978; Tribally Controlled Education; Tribally Controlled Schools

Testimony on two bills dealing with federal funding for American Indian tribally controlled colleges is reported. Introduced by Senator John McCain (Arizona), S. 2167 seeks to reauthorize the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College Act. Introduced by Senator Kent Conrad (North Dakota), S. 2213 seeks to increase the federal contribution to the Tribally Controlled Community College Endowment Program. Statements are offered by representatives of various agencies and groups, including the following: American Indian Higher Education Consortium; Navajo Community College, Tsaile, Arizona; Fort Berthold Indian Reservation; Turtle Mountain Chippewa Tribe; Salish Kootenai College, Bismarck, North Dakota; American Indian Higher Education Consortium Student Congress; Bureau of Indian Affairs and Office of Indian Education, U.S. Department of the Interior; Bush Foundation, Bismarck, North Dakota; North Dakota State University, Fargo, North Dakota. A report prepared by the American Indian Higher Education Consortium, titled "The Tribally Controlled Community College Assistance Act: Why More Funds Are Needed," is appended. (TES)

ED 326 407 SE 051 766

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.
On-Campus Teaching Guide.
PUB DATE- 89
NOTE- 151p.; For related documents, see SE 051 767-777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Experiential Learning; *Interdisciplinary Approach; Learning Activities; *Outdoor Education; *Science Activities; Science Education; Secondary School Science; Student Attitudes; Teaching Guides
IDENTIFIERS- *Informal Education

The environment encompasses all of the external and internal stimuli that affect people in their daily lives. How they are interpreted and how people react are as varied as the stimuli themselves. One of the major objectives of environmental education is to form positive reactions and attitudes toward the environment. The concepts and basic principles concerning the workings of the environment can be taught in backyards, vacant lots, off-campus field sites, or on the school campus. Since most children relate best to familiar areas, the school grounds are ideal for teaching environmental activities. This booklet presents a variety of environmentally oriented activities that can be used on school campus sites. Most of the activities are interdisciplinary and lend themselves to this type of teaching. The activities in this guide are cross referenced according to two separate systems: by discipline area and by topic and subject. Over 300 activities are suggested in this guide. (CW)

ED 326 423 SE 051 782

Indiana State Commission for Higher Education, Indianapolis.
Recommendations from Task Force on Mathematics (Decision Item).
PUB DATE- 10 Feb 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Career Counseling; Career Guidance; *Career Planning; College Bound Students; *College Preparation; Higher Education; Junior High Schools; Mathematical Concepts; Mathematics Achievement; Mathematics Education; *Mathematics Skills; *Secondary School Mathematics
IDENTIFIERS- Indiana

This document presents the findings from a task force whose charge was to compare the expectations postsecondary institutions have of their entering freshmen with the proficiencies expected of Indiana high school students and to develop recommendations for reducing whatever gaps might exist between the two. These recommendations take the form of messages that the task force believed were appropriate for a variety of audiences--primarily young people in the seventh and eighth grades, their parents, teachers of mathematics, and school counselors. The messages describe the importance of mathematics for college and career decisions and the topics that should be mastered in an appropriate sequence of high school mathematics courses. Included are four sections: (1) "Introduction"; (2) "Mathematics Topics"; (3) "Occupations"; and (4) "Areas of Study." (KR)

ED 326 455 SO 020 835

Picard, Louis A.
Social Science Theory, Development Management and the Local State in South Africa: A Preliminary Survey of Issues.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the African Studies Association (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Studies; *Apartheid; Colonialism; Foreign Countries; Global Approach; Governance; Higher Education; *International Studies; *Policy Formation; *Political Issues; Politics; Social Change; *Social Science Research
IDENTIFIERS- *South Africa

South Africa is in a state of transition. In viewing the struggle between apartheid's defenders and its opponents, social scientists can make the valuable contribution of projecting alternative scenarios of change as it relates to the way in which state institutions intersect with society. This paper is part of a larger study of South Africa that examined the relationship between state policy and social science influences and contending theories of political change and control. Contemporary themes in South African politics are briefly outlined, and the importance of newly introduced political and administrative structures is emphasized. It is a major thesis of the paper that the impact of these new structures, supported by social science theory, may both contribute to the dismantling of apartheid and define the developmental strategies adopted by a majority rule government. The paper suggests that there have been four separate social science ideologies that have defined the policy debate in South Africa since 1948: (1) modernization theory; (2) dependency theory; (3) corporatism; and (4) the concept of internal colonialism as exemplified by South Africa's "homelands" system. Each of these is discussed with a particular focus on how the specific theory has been used to promote and attack racially based political structures and public policy in South Africa. (DB)

ED 326 128 HE 024 028

Phelan, Daniel J.

Defining the Community College Transfer Student, Transfer Rates, and Data Sets. ASHE Annual Meeting Paper.

PUB DATE- 3 Nov 90

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; College Credits; *College Transfer Students; Community Colleges; Comparative Analysis; Higher Education; *Outcomes of Education; Prior Learning; Student College Relationship; *Student Development; Student Evaluation; *Undergraduate Students

IDENTIFIERS- *ASHE Annual Meeting; Iowa; *Satisfaction

The study examined selected demographic and educational characteristics of transfer students attending Mason City, Iowa's North Iowa Area Community College (NIACC) and the relative effect of college attendance on student academic achievement, student satisfaction with the college experience, and the college's fulfillment of general education goals. Surveys from 327 (NIACC) transfer students were analyzed and 17 hypotheses were tested. The NIACC transfer students showed no significant differences compared to other students in several areas, among them: (1) cumulative semester credit hours; (2) student satisfaction; (3) grade point average upon graduation from a baccalaureate-granting institution; and (4) satisfaction about their preparation for the work place and as individuals, family members, or citizens. Additionally, it was found that a high percentage of NIACC students persisted to complete a four-year degree, the quantity of semester hours earned at the community college had little or no relation to student outcomes, and the length of community college attendance was not detrimental to selected student outcomes. Considerations for future transfer student research are provided. An appendix details survey results and lists study hypotheses. Contains 10 references. (GLR)

ED 326 259 JC 900 593

Craig, Ford M.

The Development of a Guide on Outcomes-Based Learning for McCook Community College.

PUB DATE- Nov 90
NOTE- 72p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Community Colleges; *Competency Based Education; Educational Theories; Inservice Teacher Education; Instructional Development; Instructional Innovation; *Mastery Learning; Teaching Guides; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *McCook Community College NE

At McCook Community College (MCC) in Nebraska, a teachers' guide was developed to introduce the goals and processes of outcomes-based learning (also termed competency-based education and mastery learning) to the college faculty. Several procedures were used: a review of the literature, an analysis of two previously existing manuals, and a review of the resulting product by three professionals. After explaining the processes used to develop, review, and revise the guide, this practicum report presents the guide itself. Entitled "An Introduction to Outcomes-Based Learning at McCook Community College," the 26-page guide focuses on the purposes of the manual, instructor competencies to be developed, major principles of outcomes-based learning, a rationale for outcomes-based education, a model of the process and samples of component parts (i.e., rationale, objectives, pre-testing, learning activities, post-testing, and revision of the learning process if students do not demonstrate mastery), and an evaluation instrument for the guide. (GFW)

Hutto, Nora; And Others
New Mexico Museum of Natural History, Albuquerque.; New Mexico State Univ., Las Cruces. Center for Rural Education.; Southwest Educational Development Lab., Austin, Tex.
Using Partnerships To Strengthen Elementary Science Education: A Guide for Rural Administrators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cooperative Programs; Educational Cooperation; Elementary Education; *Elementary School Science; Fund Raising; *Instructional Improvement; Parent Participation; *Program Development; Program Evaluation; Rural Education; *Rural Schools; *School Business Relationship; Science Activities; Science Education; *Science Instruction; Teacher Participation
IDENTIFIERS- *Partnerships In Education

This guide was written to help rural elementary schools implement science teaching strategies for motivating students and to identify outside resources for strengthening science instruction. The guidebook emphasizes the need for active administrative leadership and strong teacher involvement in planning and implementing partnership activities. The book is divided into nine chapters and provides both general information and specific examples relating to instructional approaches, recruiting and working with partners, and ways of assessing and supporting partnership programs. Chapter 1 discusses the need for science partnerships and encourages planning that puts partnership activities within a larger context of goals for general science-instruction improvement. Chapter 2 discusses elements of effective science instruction, teacher training, and the use of "hands-on" science education. The chapter also encourages educators to use local resources and to integrate science content into other curriculum areas. Examples of potential partnerships are offered. Chapter 3 is a guide for involving teachers in improvement efforts. Various steps of the planning process are detailed. Chapter 4 offers strategies for establishing science partnerships, including tips for identifying and contacting potential partners, clarifying partnership goals, and establishing good working relationships. Chapter 5 describes partnership concerns, including liability and safety issues, scientific ethics, and disabled students' needs. Chapter 6 describes ways of involving parents. Chapter 7 deals with program assessment and evaluation. Chapter 8 is a guide to fundraising. Chapter 9 offers more general suggestions for those embarking on partnership efforts. The document includes a bibliography of 54 references and a brief history and description of the New Mexico Rural Science Education Project. (TES)

Hobbs, Vicki M.; Hitt, Robert J.
Initiating the Role of the Educational Consultant in the Rural School.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
PUB DATE- Sep 89
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administrators; Change Agents; *Consultants; *Educational Change; Educational Research; Educational Technology; Elementary Secondary Education; Resource Staff; Rural Education; *Rural Schools; *School Administration; School Districts; Technical Assistance
IDENTIFIERS- *Educational Consultants; Missouri

A rural school administrator functions in many roles including disciplinarian, extracurricular supervisor, community liaison, curriculum leader, interpreter of state department regulations and fiscal director. New technologies in education have given even more roles to the administrator. The need to keep abreast of the plethora of educational research and its potential application to the local school encounters the obstacles of insufficient time and inexperience with educational research. Several ways to meet the challenge of new research and technologies exist, each with advantages and disadvantages to the rural school district. The most cost effective and versatile would be hiring a rural education consultant. Major areas on which the education consultant can usefully focus include: (1) instruction; (2) educational technology; (3) polity development; (4) curriculum improvement; (5) research and development; (6) personnel training and professional development; (7) grant development; (8) administration assistance; (9) program evaluation; and (10) communication. The consultant should possess the following qualifying characteristics: (1) a generalist orientation; (2) a background not necessarily in education; (3) a problem-solving orientation; (4) knowledge of current education research and program information; (5) access to university and/or college departments; (6) knowledge of research methodologies; (7) knowledge of educational technology; (8) written and oral communication skills; (9) general management skills; (10) nonauthoritative style; and (11) a clear focus on educational improvement. The advantages of the rural educational consultant model, procedures for recruiting the consultant, and district attributes conductive to use of the model are also discussed, and recommendations for adopting the consultant model are offered. (ALL)

ED 326 472 SO 030 438

Allen, Rodney F.; And Others
Florida Geographic Alliance, Tallahassee.
Florida Error Maps. A Resource Book for Teachers of Florida Geography.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; Learning Activities; *Maps; *Map Skills; Social Studies; Teaching Methods
IDENTIFIERS- *Florida

Fifteen maps of Florida, each containing errors to be corrected by students, are presented for use in teaching Florida geography. Among the error maps included are Florida's borders today, the rivers of Florida, cities in the Grapefruit League, and Florida's European explorers. Teachers are encouraged to reproduce the maps and students to use the material in this document. (DB)

Ehrenhalt, Ewa

New Tasks for Teachers of English in Poland in Light of Social, Economic, and Political Changes.

PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (24th, Dublin, Ireland, March 27-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Economic Change; *Educational Change; *English (Second Language); Foreign Countries; International Trade; Language Teachers; Political Influences; Second Language Instruction; Second Language Learning; Social Change; *Teacher Role
IDENTIFIERS- *Poland

The weakness of English and other language instruction in Poland is due largely to the political system after World War II. Political and economic change and gradual recognition of the importance of English have recently increased rapidly. Expanded contact with the West calls for immediate qualitative and quantitative changes in English language teaching. Proficient English-speakers are in demand, with specialists needed for conducting international business. English proficiency has become a requirement for public figures, journalists, and people working in mass media. There are now two Polish newspapers published in English. Due to a new passport policy, Polish people travel abroad more than ever. English teachers are faced with a situation where there are a large number of highly-motivated students expecting to be taught the language for a very specific, practical purpose in a relatively short time. Most English teachers have limited training and experience for this challenge. They must explore new techniques and approaches, develop curricula, seek out materials, and sometimes increase their own knowledge of the language. New courses in high demand include English for young children, English for those taking examinations and polishing skills, survival English for beginners and false-beginners, and English for business and commerce. (MSE)

ED 326 084 FL 800 282

Summer Inst. of Linguistics, Dallas, Tex.
Literacy in the '90s. The Role of the Summer Institute of Linguistics.
PUB DATE- 90
NOTE- 29p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Bilingual Education; *Developing Nations; Economic Development; Educational Strategies; Foreign Countries; Futures (of Society); *Global Approach; Illiteracy; *International Education; *Literacy Education; Native Language Instruction; Teaching Methods; Technology Transfer
IDENTIFIERS- *International Linguistic Society; *Summer Institute of Linguistics

Literacy education efforts of the Summer Institute of Linguistics in all parts of the world are chronicled and illustrated with photographs. Sections address specific issues, including the occurrence and persistence of widespread illiteracy, the role of Unesco's Experimental World Literacy Programme, native language instruction, advancements in bilingual education, integration of old and new methods of teaching, teaching underdeveloped societies to use teaching methods and technology themselves, adult literacy, the relationship of literacy and economic development, and costs and feasibility. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Birnbaum, Robert

Negotiating in an Anarchy: Faculty Collective Bargaining and Organizational Cognition. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Collective Bargaining; *College Faculty; *Conflict Resolution; Goal Orientation; Higher Education; *Organizational Climate; Participant Observation; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Anarchy; *ASHE Annual Meeting

Symbolic and cognitive organizational perspectives were used to analyze a case study of a complete academic bargaining cycle. The researcher, as participant-observer, had access to all bargaining sessions and to both union and administration caucuses. Although bargaining is often considered a rational process, this case illuminated the processes and outcomes of negotiation under conditions of loose coupling and bounded rationality. Negotiations showed the three major characteristics of organized anarchies, and had outcomes more symbolic than instrumental. People bargained to get what they wanted, but also bargained so that they wanted what they got; attitudes followed as well as preceded behavior, and although the bargaining was in part goal-directed, goals were also bargain-directed. Bargaining did not affect institutional operations, but it did help participants arrive at more consistent interpretations of institutional life. Includes 17 references. (Author/MSE)

Fujita, Eleanor
The Evaluation of College Presidents: Dimensions Used by Campus Leaders. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Evaluation; College Faculty; *College Presidents; *Evaluation Criteria; Higher Education; Interviews; Surveys; Teacher Attitudes; Trustees
IDENTIFIERS- *ASHE Annual Meeting

Interviews with 142 college trustees, administrators and faculty leaders investigated attitudes about their presidents' effectiveness and the evaluation criteria expressed. Common dimensions in the assessment of presidents were identified and statistically analyzed. Most interviewees gave their presidents a positive evaluation. The 10 evaluative dimensions used include: (1) willingness to be influenced by others; (2) competence; (3) respect for the culture of the college; (4) encouraging the free flow of information; (5) association with outcomes; (6) involvement; (7) commitment to the institution; (8) leadership primarily through position; (9) appearance, image, and impact; and (10) comparison with the predecessor. They suggest that campus leaders assessed their presidents by the way in which they were perceived to approach power and influence and share the common understandings of the community. The findings confirm that social power and social influence theories of leadership are appropriately applied to leadership in higher education organizations, but point as well to the importance of symbolic, cognitive, cultural, and cybernetic theories. Board members and administrators generally supported their presidents, but faculty were often critical, possibly because of different concerns. Six considerations for the understanding of leadership in a college or university context are proposed, that may help to explain the positions taken by campus leaders toward their presidents. Includes 65 references. (MSE)

ED 326 144 HE 024 046

General Accounting Office, Washington, D.C. Div. of Human Resources.
Guaranteed Student Loans: Profits of Secondary Market Lenders Vary Widely. United States General Accounting Office Briefing Report to Congressional Requesters.
PUB DATE- Sep 90
NOTE- 73p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Banking; Educational Finance; Federal Programs; Higher Education; Interest (Finance); Investment; State Agencies; *Student Loan Programs
IDENTIFIERS- Profit Making; *Profits; *Stafford Student Loan Program; Student Loan Marketing Association

This report was prepared to determine lenders' rates of return or profitability on Stafford loans in their portfolios, reasons for varying levels of profitability among institutions that hold such loans, and the effect of 1986 subsidy reductions on these lenders' profitability. The study focused on the activities of lenders that purchase Stafford loans in the secondary market. Ten major loan holders in the three main kinds of secondary markets for student loans were studied: (1) commercial banks (Chase Manhattan Bank and Wachovia Bank and Trust Company); (2) the federally chartered secondary market (the Student Loan Marketing Association); and (3) state-level agencies or institutions in California, Colorado, Indiana, Nebraska, Pennsylvania, and Virginia as well as the New England Education Loan Marketing Corporation which serves four states. The study found that annual after-tax rates of return varied considerably during fiscal year 1985-88 among and within the institutions. The Student Loan Marketing Association, the two commercial banks, and the Indiana agency were profitable during each of the 4 years. Profit variations were due primarily to differences in the lenders' financing, servicing, operating, and other costs. The 1986 subsidy reductions had little effect on lenders' revenues. Appendices describe the study methodology, display data supporting the report's figures, and present comments from the financial institutions examined. (JDD)

ED 326 159 HE 024 062

Persons, Stow
The University of Iowa in the Twentieth Century: An Institutional History.
PUB DATE- 90
NOTE- 341p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Administrative Problems; Chronicles; *College Presidents; Departments; *Educational Development; Educational Environment; Educational Facilities; *Educational History; Government School Relationship; Higher Education; Institutional Research; *Organizational Change; Program Development; *School Organization; State Universities
IDENTIFIERS- *University of Iowa

An historical account of the creation and development of the University of Iowa is presented. Organized by presidental administration, this institutional history concentrates on the period when the university established its place among the major U.S. universities, and follows the school's struggle to establish (through three distinct stages) a major public university in an agricultural state. Among the historical events presented are: (1) how George MacLean introduced the institutional forms of the modern university and oriented the school toward the major state universities of the upper Midwest; (2) how Walter Jessup succeeded in strengthening the faculty and laying the foundations of the modern physical plant; and (3) how Howard Bowen's attempt to revivify the school was cut short by the campus uprising of 1968 to 1970. A chapter is devoted entirely to the efforts to find an effective organizational pattern for the university's College of Medicine, the one area of the university that has undergone the most striking changes over time. Finally, in the area of undergraduate education, the study outlines the struggle to define and implement a successful general education program. Contains an index and 651 references. (GLR)

ED 326 245 IR 053 350

Larson, Jeanette
Texas State Library, Austin. Dept. of Library Development.

The Secret Code Is...R.E.A.D.: A Program Guide for the Texas Reading Club 1990.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 130p.; For the 1989 Texas Reading Club program guide, see ED 307 899.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; *Childrens Libraries; Childrens Literature; Elementary Secondary Education; Films; Guidelines; Handicrafts; *Library Planning; Library Services; Preschool Children; Program Development; Public Libraries; Reading Games; *Reading Programs; *Recreational Reading; State Programs
IDENTIFIERS- Mysteries (Literature); *Texas Reading Club

The theme of the 1990 Texas Reading Club, "The Secret Code is READ," allows librarians to use a wide variety of topics dealing with mystery, intrigue, and the unexplained in programming, displays, and reading suggestions. Through the Texas Reading Club, students in grades 2-9 meet real-life and fictional detectives, spies, cops, and criminals. They can also investigate detection techniques and the science of crime solving. The flexibility of the program allows teachers to decide what aspects of the theme to use and which to ignore. Librarians are encouraged to involve their school districts, other staff members, and volunteers in planning and promoting the program. They are discouraged from embarrassing children by rating their reading skills, criticizing their taste in books, or appearing to doubt their honesty about whether they have read their books. This guide provides ideas for activities, crafts, bulletin boards, speakers, and book and film materials related to the theme. An annotated bibliography provides 352 titles on the subjects mentioned in the guide which schools may already own; a 40-item filmography is also provided. The guide also lists commercial suppliers of materials for this program, children's specialty bookstores in Texas, speakers and storytellers, and organizations to contact for additional information. (SD)

ED 326 273 JC 910 007

Malinowski, Patricia A.
A Survey of College Reading Programs in New York State, Part II: Diagnosis, Placement and Program Components.
PUB DATE- 91
NOTE- 10p.; For Part I of this report, see ED 298 989.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Diagnostic Tests; Educational Trends; Followup Studies; Reading Ability; *Reading Diagnosis; *Reading Tests; State Surveys; *Student Placement; Testing; *Test Use; Test Validity; Two Year Colleges
IDENTIFIERS- *New York

During spring 1988, an initial survey was conducted among two- and four-year colleges in New York State to identify the primary reading test used for diagnosis and placement. In order to address several questions raised by the study, a follow-up survey of participating two-year colleges was conducted during fall 1989. Of the 28 two-year colleges involved in the initial survey, 20 schools returned the follow-up questionnaires. The purpose of the second survey was to pinpoint the exact reasons for test use, to evaluate instructor satisfaction with the measurement tool, and to identify any trends in the adoption of new measurement tools. The second survey instrument was individualized, identifying each institution's original responses (e.g., cut-off scores, follow-up testing, and reading course components). Findings of the follow-up survey included the following: (1) educators felt that current standardized tests were not meeting the needs of the individual colleges to assess the abilities of the diverse student populations which are served; (2) there was a general move toward the use of more comprehensive, multiple assessment tests; (3) in-house tests for follow-up assessment remained the most commonly used tool; and (4) reading educators agreed that their major concerns were insufficient time and the lack of administrative and faculty support to deal with students experiencing reading deficiencies. The survey instrument, sample responses, and the names of the specific tests most commonly used are included. (GFW)

ED 326 287 JC 910 021

Maxwell, Martha
Appalachian State Univ., Boone, NC. National Center for Developmental Education.

Does Tutoring Help? A Look at the Literature.

PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; High Risk Students; Outcomes of Education; *Peer Teaching; *Program Effectiveness; Research Needs; Student Attitudes; Student Development; Student Improvement; *Tutorial Programs; *Tutoring; Two Year Colleges

Studies suggest that developmental students like peer tutoring, are more relaxed with peers, and feel that peer tutoring helps their grades. However, the small number of studies on college tutoring provides no consistent evidence that underprepared students who are tutored improve either their grades or grade point averages. The students who do earn higher grades after tutoring tend to be better prepared to begin with, have higher ability and/or more experience in college--there is no consistent evidence that tutoring helps the weakest students. Research does suggest, however, that underprepared students who were tutored remained in college longer than comparable students who were not tutored. Experts also agree about what constitutes a successful program; at a minimum, tutors are recommended by a faculty member, carefully screened, trained how to work with underprepared students before they start tutoring, and evaluated regularly by their coordinators, instructors, and their students. The dearth of research on tutoring may result from a lack of research skills among tutor coordinators; a lack of money, time and resources; the difficulty in comparing results from various kinds of tutoring; or other causes. However, as college tutoring programs adopt standards and better programs, researchers should examine the questions of whether, how, and to what extent tutoring can help underprepared students. A 39-item bibliography is included. (GFW)

ED 326 440 SE 051 802

Congress of the U.S., Washington, D.C. Senate Committee on Environment and Public Works.

Crisis in Science and Math Education. Hearing before the Committee on Governmental Affairs, United States Senate. One Hundred First Congress, First Session.

PUB DATE- 9 Nov 89

NOTE- 139p.; Contains small type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- College Mathematics; College Science; Educational Improvement; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Females; Government Role; Hearings; Higher Education; *Mathematics Education; Minority Groups; *Science Education; Secondary School Mathematics; Secondary School Science

IDENTIFIERS- Congress 101st

This document contains the transcript of a senate hearing on the crisis in science and math education. The document includes the opening statements of Senators Glenn, Kohl, Bingaman, Lieberman, Heinz, and Sasser, and the testimony of seven witnesses including: Honorable Mark O. Hatfield, Senator from the State of Oregon; Carl Sagan, Ph.D. Cornell University; F. James Rutherford, American Association for the Advancement of Science; Bill G. Aldridge, National Science Teachers Association; Philip Uri Treisman, University of California at Berkeley; Betty M. Vetter, Commission on Professionals in Science and Technology; and Shirley M. Malcolm, American Association for the Advancement of Science. Appendices include the prepared statements of witnesses, pertinent articles, charts, and a statement from the National Society of Professional Engineers. (CW)

ED 326 175 HE 024 081

New England Board of Higher Education, Boston, MA.
Economic Competitiveness and International Knowledge. A Special Policy Briefing for Vermont Legislators.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Jun 89
NOTE- 91p.; For related documents, see HE 024 076-080.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Role; Economic Change; *Economic Development; Economic Impact; *Educational Cooperation; Educational Needs; Financial Support; Global Approach; Higher Education; *International Trade; Regional Programs; Research and Development; School Business Relationship; Technology Transfer
IDENTIFIERS- *New England; *Vermont

A policy briefing report discusses the initiatives currently in place in Vermont that are designed to enhance that state's economic and educational effectiveness in order to improve its international competitive position. The report is divided into four major areas of discussion: (1) an overview of the global economic challenge and the New England Board of Higher Education project that addresses international competitiveness; (2) Vermont's economy within the international context; (3) Vermont's programs for enhancing its international economic competitiveness; and (4) the role and development of higher education in Vermont in preparing the state for international economic competition. Included in the areas examined are the state's federal and regional resources, state-level strategies, international trade initiatives, educational initiatives, research and development (R&D) investment, and technology transfer and technical assistance. In addition, the concern about a lack of international awareness, what is being done about it, and recent legislative activity are discussed. Recommendations are made in education and training, stimulation of international awareness, R&D investments, technology transfer, and technical assistance. An appendix includes a description of the Workforce 2000 Council and a trade profile for Vermont. (GLR)

ED 326 190 IR 014 729

McNamara, Sue, Comp.
Victoria Education Dept. (Australia).
Distance Education by Interactive Telematics: A Checklist for Teachers.
PUB DATE- Dec 88
NOTE- 9p.; Based on information provided by rural post-primary school teachers attending the DEBIT in-service activity (Bendigo, Victoria, Australia, December 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Check Lists; Cognitive Style; *Computer Assisted Instruction; *Distance Education; Educational Planning; Educational Technology; *Electronic Classrooms; Foreign Countries; Individual Differences; Material Development; Secondary Education

Designed to aid teachers who are planning classes in the telematics mode, this checklist begins by reminding them that, in this mode, students cannot see them in the conventional sense, and classes are conducted using computer, telephone, modem, and microphone links. The checklist covers the following areas of concern: (1) the planning stage, specifically, practical and administrative checks; (2) situational and operational checks; (3) trouble shooting and back-up checks; (4) materials development; (5) the first few sessions, when the students are introduced to the teacher and the equipment; (6) practical lesson checks; and (7) student learning characteristics checks. The checklist also offers helpful hints about the technology used. (DB)

ED 326 205 IR 014 747

Saint-Germain, M.; And Others

Software Applications to Educational Planning and Management. A Collection of Papers.

PUB DATE- Mar 90

NOTE- 44p.; Papers presented at a Round Table at the International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990). Poor legibility throughout.

LANGUAGE- French; English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Managed Instruction; Computer Software Development; *Educational Administration; *Educational Planning; Foreign Countries; *Information Management; *Microcomputers

IDENTIFIERS- Africa; UNESCO

The five papers in this collection examine the existing trends in the use of microcomputers in educational planning and management. In the first paper, "Reflexions sur l'Ordre du Jour" (French), Michel Saint-Germain addresses contextual factors surrounding the use of computers, priorities that must be accounted for before developing new software applications, and issues related to joint cooperation. In the second paper, "Computer (Software) Applications to Educational Planning and Management," Brent Edward Wholeben discusses trends in planning and management, priorities for software design and development, and cooperation between universities and specialized research centers. The education policy for international computing survey (in English and Spanish) is included. In the third paper, "Computer-based Educational Planning and Management in Africa: Current Trends," Boubacar Camara focuses on the growth of statistical applications and statistical databases, the design of information systems, and training workshops in computer literacy. In the fourth paper, "Software Application to Educational Planning: Notes on the Agenda," Habib Khan focuses on software applications to educational planning and the design and implementation of Education Management Information Systems. In the fifth paper, "Software Priorities for Educational Planning," Luis Valadares Tavares outlines the process of educational planning and notes the facets of that process that may be supported by appropriate software. (DB)

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference 1988. Division of General Research Libraries. Section on National Libraries; Section on Parliamentary Libraries; Section on University Libraries and Other General Research Libraries; Section on Library History.

PUB DATE- Sep 88

NOTE- 76p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Depository Libraries; Developed Nations; Developing Nations; Evaluation Methods; Exhibits; Foreign Countries; *Government Role; Higher Education; History; *Library Services; Measurement Techniques; *National Libraries; Needs Assessment; Policy; Political Influences; *Research Libraries

IDENTIFIERS- Parliamentarians; Parliamentary Libraries

The 12 papers in this compilation focus on the activities of general research libraries, i.e., national, parliamentary, and university libraries: (1) "Commercial and Revenue Raising Activities in National Libraries" (Maurice Line & Peter Scott, New Zealand); (2) "The End of All and Forever--On the Acquisition Policies of National Libraries and the Future of Legal Deposit Material" (Bendick Rugass, Norway); (3) "The National Library of Iran in a Period of Change" (Poori Soltani, Iran); (4) "National Libraries in a Time of Change: Viewpoint from a Developing Country--Papua New Guinea" (Otto Kakaw, Papua New Guinea); (5) "International Co-operation in the Creation of a Library and Documentation Service for the National Assembly of Djibouti" (P. St. J. Dawe, Djibouti); (6) "A Modern Metamorphosis: Recent Development in the Queensland Parliamentary Library" (Nick Bannenberg, New Zealand); (7) "Parliamentary Libraries in Southeast Asia: Status of Development and Prospects for Cooperation" (Jane Ann Lindley, Pakistan); (8) "Guidelines for the Security of Loan Exhibitions" (Henry Heaney, United Kingdom); (9) "Australian Academic Libraries Approach the Millennium: The Record and the Prospect" (G. G. Allen, Australia); (10) "Library Effectiveness--The Need for Measurement" (John Willemse, Republic of South Africa); (11) "The History of the National Library of Indonesia: The Bibliographical Borobudur" (S. W. Massil, United Kingdom); and (12) "The History of National Library Provision in Australia" (Harrison Bryan, Australia). (CGD)

ED 326 302 PS 018 894

Katz, Lilian G.; And Others
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; National Association for the Education of Young Children, Washington, D.C.
The Case for Mixed-Age Grouping in Early Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 75p.; Supersedes ED 308 991.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Cooperative Learning; *Day Care; Early Childhood Education; Guidelines; *Heterogeneous Grouping; Literature Reviews; Nongraded Instructional Grouping; *Peer Teaching; *Preschool Education; Program Descriptions; *Program Implementation; Social Development; Tutoring
IDENTIFIERS- *Mixed Age Groups

In six brief chapters, mixed-age grouping of young children in schools and child care centers is explored and advocated. Chapter 1 defines mixed-age grouping, examines limitations of single-age grouping, and points out positive characteristics of mixed-age classes. Chapter 2 discusses social development as seen in children's interactions in mixed-age groups. Various studies are cited that focus on how children perceive one another and adapt their behavior and expectations accordingly, how children exhibit specific prosocial behaviors in mixed-age situations, and how children's group participation varies. Chapter 3 reviews studies on the cognitive effects of mixed-age grouping, concluding that psychologists and educators do not yet fully understand how mixed-age interaction affects cognitive development, and calling for more research on the interactive processes involved and the teacher's role in them. Chapter 4 discusses two strategies for mixed-age learning: peer tutoring and cooperative learning. Chapter 5 describes examples of successful implementation of mixed-age programs, including a 2-year kindergarten at the University of Northern Iowa's Malcolm Price Laboratory School, and the Fajans School in Sweden where elementary school-age children were not grouped by age or ability. Chapter 6 addresses four basic questions about implementing mixed-age grouping. A brief section giving conclusions and recommendations is provided, followed by 63 bibliographic citations and appended suggestions for teachers working with mixed-age groups. (RH)

ED 326 317 PS 019 254

Crowther, Ingrid C.

Increasing Awareness of Developmentally Appropriate Practices in the Early Childhood Education Community through Pre-Service and In-Service Training Programs.

PUB DATE- 90
NOTE- 227p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; Community Colleges; *Early Childhood Education; Foreign Countries; *Inservice Teacher Education; Practicums; Preschool Teachers; *Preservice Teacher Education; Theory Practice Relationship; Two Year Colleges
IDENTIFIERS- *Developmentally Appropriate Programs; Ontario

This practicum report describes a community college program developed for the purpose of increasing the awareness of early childhood personnel in a central Ontario (Canada) community concerning the benefits of developmentally appropriate practices. The need for the program arose from a discrepancy between the emphasis in community college courses on implementing child-initiated activities, and the prevalence of teacher-directed activities in classrooms used for students' practicum placements. In-service training included a course designed to increase practitioners' skills in designing developmentally appropriate environments and the establishment of a support group for practitioners. A third-year specialist program was also initiated at the community college. The pre-service program was changed in such a way that it more closely linked theory and practice. Evaluation of the program yielded positive results. (PCB)

Bureau of the Census (DOC), Suitland, Md.

America's Agriculture: A Portrait of the Past and Present and Part-Time Farmers.

PUB DATE- Aug 86
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; Agricultural Occupations; *Agricultural Production; *Agriculture; Demography; *Farmers; Field Crops; *Part Time Farmers; Secondary Education; Vocational Education; *Young Farmer Education

These two booklets are useful as student materials in vocational agriculture classes. "A Portrait of the Past and Present" reports information on how U.S. crops have changed to conform to changing food preferences. The report also compares farm statistics from 1880 to 1982, noting a steady decrease in the percentage of U.S. population living on farms. The report offers information about minorities and women who operate farms in America, showing a general decrease in the number of farms operated by minorities from 1978 to 1982. The number of farms operated by women, however, showed a 7% increase. Eighty-nine percent of U.S. farms are family held. Small and large farms increased from 1978 to 1982 while the number of medium-sized farms (of 50 to 1,999 acres) decreased. "Part-Time Farmers" offers statistics about part-time farming in the United States. The report provides a statistical view of U.S. part-time farmers, the size of their acreage and product sales. There are numbers showing livestock inventories and the kinds of crops harvested by part-time farmers. The booklet also compares full- and part-time farms according to acreage, value of agricultural sales, value of equipment, and value of land and buildings. There is also a breakdown of the amounts of part-time acreage and sales according to U.S. region. Each booklet is brief and contains large print, pictures, graphs, and graphics. (TES)

ED 326 391 SE 051 750

Reusser, Kurt

Understanding Word Arithmetic Problems. Linguistic and Situational Factors.

PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Cognitive Ability; *College Mathematics; *Comprehension; *Computer Uses in Education; Critical Thinking; Elementary Secondary Education; Higher Education; Mathematical Logic; Mathematics Education; *Problem Solving; *Reading Skills; Thinking Skills; *Word Problems (Mathematics)

Mathematical word problems are notoriously difficult to solve for students at all grade levels. Performance deficiencies have been attributed to students lacking abstract logico-mathematical knowledge or to insufficiently developed language comprehension skills. At least four general sources of difficulty can be distinguished in mathematical word problems: (1) the verbal formulation of the problem text; (2) the structure of the underlying episodic problem situation; (3) the conceptual logico-mathematical or arithmetical knowledge about set relations; and (4) the arithmetic problem solving skills that are required to perform counting operations or to resolve equations. This paper describes a process model Situation-Problem-Solver (SPS) computer program that constructs a problem representation based on strategies that take into account the specific situational structure as well as its wording. Discussed in this study is the role of two linguistic and of one situational factors on comprehension difficulty of simple mathematical word problems. The linguistic form factors that were manipulated concerned the narrative focus of the problem episode and the problem question. The results of this experiment indicate the script factor to be a dominant source of comprehension difficulty. (KR)

ED 326 424　　　SE 051 783

Norrie, Alexander L.
Communication of Geometrical Structure and Its Relationship to Student Mathematical Achievement.
PUB DATE- 89
NOTE- 120p.; Ed.D. Thesis, University of Toronto.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Geometric Constructions; *Geometry; Grade 7; *Inservice Teacher Education; Instructional Materials; Junior High Schools; Mathematical Concepts; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Skills; *Mathematics Tests; *Middle Schools; Postsecondary Education; Problem Solving; Questionnaires; Sex Differences; *Teaching Methods

The purpose of this study was to examine whether the mathematical structures inherent in grade 7 geometry curriculum objectives can be used to improve the communication of the objectives to students. Teacher inservice based upon geometrical properties and structures was combined with student teaching materials to try to improve student achievement in geometry. The subjects were 671 grade 7 students and 20 teachers in a large school board in Ontario (Canada). An analysis of the results reveal that the geometry objectives used in the study can be implemented successfully at grade 7 with the exception of rotational symmetry, some construction, and formal transformations. Achievement levels for students whose teachers received inservice in geometry were higher and there were no significant gender differences in achievement at grade 7 when an equal opportunity to learn was present. Included are: the introduction; a review of the literature; methodology; results; and conclusions, discussion, and recommendations. Appended are a list of geometry objectives, geometry evaluation and teacher instructions, student instructional materials, and teacher questionnaires. (KR)

ED 326 456 SO 020 991

Massachusetts Univ., Amherst. Center for International Education.;
Western Massachusetts Consortium for Global Education.
A Global Education Resource Directory for Western Massachusetts.
PUB DATE- 88
NOTE- 175p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Global Approach; Instructional Materials; *Learning Activities; Learning Modules; *Multicultural Education; *Social Studies; *Teacher Developed Materials; Teaching Guides
IDENTIFIERS- *Global Education; International Resource Center

Designed to assist teachers in the incorporation of global education and the development of prototype materials to introduce a global component into the classroom, this resource directory includes extensive lesson plan designs for elementary, middle, and secondary schools. A bibliography is provided for each section as well as lists of other additional resources. The topics included are: (1) How to Write a Global Studies Unit; (2) Maps and Global Education; and (3) How to Plan a Unit on a Geographic Area/Region. Among the lesson plans presented are sections on teaching about Latin America, Japan, South African race relations, ethnic diversity within Massachusetts, and the issue of poverty. Curriculum packets and activities are provided, with descriptions for planning individual classroom units. A 25-page listing of materials available for loan from the International Resource Center is also appended. (NL)

ED 326 473 SO 030 439

Sineau, Mariette
European Committee for Equality Between Women and Men.
Ways and Means of Improving the Position of Women in Political Life.
SPONS. AGENCY- Council of Europe, Strasbourg (France).
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Democratic Values; *Equal Opportunities (Jobs); Foreign Countries; Political Issues; *Political Power; Politics; Sex Bias; *Sex Discrimination; Social Change; *Womens Studies
IDENTIFIERS- *Europe (West)

The Europe of the 21, an organization of Western European countries, recently recognized equal political rights for men and women. Yet, a second achievement, without which the first will be meaningless, has yet to be attained: providing women with effective ways of asserting their rights and ensuring that they are no longer excluded, in practice, from democracy. This report suggests two main ways to achieve equal power-sharing between men and women in politics. The first way is through education. This means educating people to accept a different division of roles and of labor between the sexes, as well as teaching people about democracy. The second mechanism of change involves a different approach to politics. Several means of making politics more democratic are suggested, including public funding for political parties, encouraging turnover and sharing of elective office, and making the senior civil service more democratic. Pragmatic ways of involving women in politics also are suggested including the co-opting of women to top government posts and the use of quotas as a means of forcing the doors to political assemblies and parties. (DB)

ED 326 101 HE 024 001

Smith, Dwight L.

Validity of Faculty Judgments of Student Performance: Relationship between Grades and Credits Earned and External Criterion Measures. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Credits; College Faculty; *Evaluation Criteria; *Grades (Scholastic); Higher Education; Knowledge Level; Reliability; Standardized Tests; *Student Evaluation; Teacher Attitudes; Validity

IDENTIFIERS- *ASHE Annual Meeting

A study investigated the validity and reliability of grades and credits earned by students in the five academic departments of biological sciences (33 majors), organic chemistry and biology (106 majors) at a large public university. Validity was assessed by comparing grades assigned by faculty with scores earned on subject-related standardized tests. Reliability was determined by statistical analysis of the stability of student grades across terms. Results showed consistently positive and often strong correlations between grades and student performance on external criterion measures in the field. These relationships are conservative estimates of the validity of grades. Evidence for the stability of student performance was also strong and consistent. The findings offer no support to claims that grades and credits earned are not valid or reliable measures of academic achievement. Includes 28 references. (MSE)

ED 326 129 HE 024 029

Dial-Driver, Emily

Feldman and Newcomb's "Impact of College on Students": A Retrospective View/Relevance to the Community/Junior College. ASHE Annual Meeting Paper.

PUB DATE- 2 Nov 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Academic Ability; Academic Achievement; College Choice; *Community Colleges; Enrollment; Higher Education; Nontraditional Students; Reentry Students; *Student Adjustment; *Student Characteristics; Trend Analysis; *Two Year College Students
IDENTIFIERS- *ASHE Annual Meeting

A literature review examined the student population of community/junior colleges in contrast to the population (mostly 4-year college students) of the empirical studies reviewed by Feldman and Newcomb for their book "The Impact of College on Students" (1989) and also examined the factors involved in student self-selection of college. Studies indicate that while other higher education enrollments were declining, most community/junior colleges were rising, and within that population of students, there was an increasing percentage of minority and non-traditional students. Studies also reveal the average community college student to be a non-traditional student (female) who is 28 years old, comes from a middle to lower socioeconomic background, and attends part-time. The effects of college on the non-traditional students are similar to the effects on traditional students in that there may be a break from family and local community as well as a tendency to develop an independence of spirit. Also, increased personal tempo, self-esteem, and confidence seem to be more easily attained within a community college environment. Variables such as intelligence, socioeconomic status, size and type of community of residence, size of family, race, and religion, still influence college choice and enrollment plans for all students. Contains six references. (GLR)

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference, 1989. Division of Libraries Serving the General Public. Section on Library Services to Multicultural Populations; Round Table--International Association of Metropolitan City Libraries; Round Table on Mobile Libraries. Booklet 31.
PUB DATE- Aug 89
NOTE- 57p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 31 papers are followed by English translations of two papers not given in English, plus one additional paper.
LANGUAGE- German; French; English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bookmobiles; *Financial Support; Foreign Countries; Intercultural Programs; Library Administration; Library Cooperation; *Library Instruction; *Library Services; Mobile Educational Services; *Public Libraries; Urban Population; *User Needs (Information)
IDENTIFIERS- *Urban Libraries

The seven papers in this collection continue the presentations from the Division of Libraries Serving the General Public: (1) "Multicultural Activities for Children and Young People at the Munich International Youth Library" (German and English versions; Lioba Betten); (2) "Multicultural Literature and Library Services for Children: A Continuing Challenge for the New Century" (Carla D. Hayden); (3) "Ethnic Bibliographic Instruction: Yesterday, Today, and Tomorrow" (Jashu Patel); (4) "Funding for Public Libraries in the 1990s" (Arthur Curley); (5) "Funding of Public Libraries: A Case Study" (Paul J. Fasana); (6) "From the Mobile Library to the Departmental Centre of Cooperation" (French and English versions; Genevieve Boulbet); and (7) "Mobile Libraries: The Jamaican Experience" (Sybil Iton). (SD)

ED 326 260 JC 900 595

Holladay, John M.
Monroe County Community Coll., Mich.
Writing Across the Curriculum Annual Report, 1989-90. Comprehensive Report.
PUB DATE- 4 Jun 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Learning Laboratories; Newsletters; *Peer Teaching; Program Effectiveness; *Program Evaluation; *Student Attitudes; Teacher Attitudes; *Tutorial Programs; Two Year Colleges; *Writing Across the Curriculum; *Writing Improvement; Writing Skills
IDENTIFIERS- Monroe County Community College MI

During winter semester 1989, Monroe County Community College (MCCC) developed a Writing Fellows program and introduced a Writing Center into the Learning Assistance Lab (LAL). Both these iniatives were part of the school's writing-across-the-curriculum (WAC) efforts which had been launched in fall 1987. Writing Fellows are specially-trained peer tutors who work with all students in courses involved with WAC, which include among others, classes in physics, nursing, music, chemistry, logic, algebra and drafting. This annual report of MCCC's WAC program describes the background to and goals of the program, presents frequency use data for the LAL, and provides results of an evaluative survey of students, faculty and student tutors involved in the program. Survey results include the following: (1) while MCCC enrollments decreased from fall 1989 to winter 1990, use of the LAL increased dramatically from 2,481 to 2,896 student visits; (2) total tutoring sessions per year at the LAL increased from 609 in 1986 to 1,937 in 1990; (3) in 1990, 84% of students who could arrange conferences with their Writing Fellows felt that the conferences were helpful or very helpful, up from 76% in 1989; (4) 91% of students surveyed in 1990 believed the program was either effective or very effective as compared with 78% in the 1989 survey; (5) all 18 faculty involved in the WAC program wished to continue having Writing Fellows assigned to their courses; and (6) all Writing Fellows who intended to return to MCCC in fall 1991 volunteered to continue their work as Writing Fellows. Sample narrative survey responses, copies of six issues of the WAC program newsletter, and a copy of a short article on the program are included. (JMC)

ED 326 288 JC 910 027

Cooper, Carol W.; Michael, William B.
Gavilan Coll., Gilroy, Calif.

The Relationship of Academic Self-Concept to Persistence or Lack of Persistence of Disabled and Non-Disabled Students in a Small Rural Community College.

PUB DATE- 16 Nov 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; Dropout Research; *Exceptional Persons; *Learning Disabilities; *Physical Disabilities; Rural Schools; School Holding Power; *Self Concept; Self Concept Measures; Self Esteem; Special Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Dimensions of Self Concept

Nationally, disabled persons have more than twice the college drop-out rate and only half the attendance rate of the non-disabled population. In 1990 a study was conducted at Gavilan Community College to investigate the relationship of five self-concept constructs to students' academic ability, persistence, disability status and other selected variables. The constructs, assessed by the Dimensions of Self-Concept Test (DOSC), were the students' level of aspiration, level of anxiety, academic interest and satisfaction, leadership and initiative, and identification versus alienation. Persistence was measured by successive enrollment beyond one semester. The total sample consisted of 243 students enrolled in orientation classes during the fall semester of 1989 of whom 91 students were identified as disabled. From this first sample, a second sample consisting of 72 disabled and 96 non-disabled persisters was obtained after the first census day of spring semester 1990. Three major conclusions were drawn from the study. First, the differences between disabled and non-disabled students who were persisters or non-persisters among the five constructs of academic self-concept were negligible. Second, no appreciable differences in persistence of disabled or non-disabled students were evident in relation to gender, age, or ethnicity. Finally, the study findings suggest that academic self-concept at the levels manifested in "at-risk" groups might not be as much of a contributing factor to persistence as has been previously suggested in the research literature. (JMC)

ED 326 349 RC 017 837

Smith, Rebecca; And Others
New Mexico Museum of Natural History, Albuquerque.; New Mexico State Univ., Las Cruces. Center for Rural Education.; Southwest Educational Development Lab., Austin, Tex.

Strengthening Science Outreach Programs for Rural Elementary Schools: A Manual for Museum Staffs.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 134p.; For companion document, see RC 017 907.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Cooperation; Elementary Education; *Elementary School Science; Inservice Teacher Education; Institutional Cooperation; *Museums; Natural Sciences; *Outreach Programs; *Program Development; *Rural Education; Rural Schools; *Science Education; Science Teaching Centers
IDENTIFIERS- New Mexico Rural Science Education Project

Intended for the staffs of museums, zoos, and other science related centers, this manual is a step by step guide to establishing a rural science outreach and education program. Based on the experiences of the New Mexico Rural Science Education Project (NMRSEP), this manual focuses on rural elementary schools and on earth and life sciences. Much of its material, however, may be applicable to other educational levels and other areas of science. Chapters outline the following topics: (1) steps necessary to gain support from museum leadership; (2) ways to find funding; (3) program placement within the organization; (4) selection of appropriate project staff; (5) outreach strategies; (6) tips for establishing effective partnerships with rural schools and teachers; (7) identification and development of program content; and (8) evaluation of program effectiveness. Recommended program components include: (1) a review of state and district science goals and requirements; (2) field surveys of local natural resources in each school's community; (3) preparation of resource materials for teachers, based on the field surveys; (4) field trips and inservice workshops for teachers; (5) expansion of rural teachers' education network; and (6) ongoing support from the museum. Many examples and sample activities are provided. Appendices contain a history and description of NMRSEP and an annotated bibliography of over 70 resource materials. (SV)

ED 326 408 SE 051 767

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Communities. Community Study Unit, Grade 1. Teacher Edition, Field Trip Guide for Teachers, and Student Book.

PUB DATE- 89

NOTE- 81p.; For related documents, see SE 051 766-777.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Ecology; Educational Objectives; *Elementary School Science; *Experiential Learning; *Field Trips; *Grade 1; *Interdisciplinary Approach; Primary Education; Science Activities; Science Education; Scientific Concepts; Teaching Guides

IDENTIFIERS- *4Mat System Model

This unit is designed to help first grade students understand the broad concept of community. The students experience a variety of in-class and field trip activities that will expose them to communities. The students observe and compare both natural and human-designed communities. Learning activities include pantomimes, listening activities, kinesthetic activities, and a variety of vocabulary and concept discussions and games. This set of documents includes an overview, objectives, and four sections of activities designed around the life and community of a wood duck. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a student book, a glossary, a discussion of scheduling considerations, and parent permission form. The field trip guide covers practical matters, subject matter, instructional suggestions, and wrap-up activities for a bus trip to the Nature Center of Lee County, Florida. (CW)

ED 326 068 FL 018 995

Butler, Sydner, Comp.; Butler, Anita Jana, Comp.

Stories from Prague: Oral and Written Lifestorying by Students at the Prague Institute of Chemical Technology in the Process of Learning English.

PUB DATE- 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- Adult Students; Class Activities; Conversational Language Courses; *English (Second Language); Foreign Countries; *Personal Narratives; Postsecondary Education; Second Language Programs

The stories in this collection result from a class activity in an English-as-a-Second-Language course at Prague Institute of Chemical Technology (Czechoslovakia). The students, most in their third or fourth year of postsecondary education, had all studied English previously but primarily as an academic exercise, and had had little contact with native speakers of English. Students were asked to share personal stories or anecdotes of their own experiences. Triggers used to stimulate student writing included snapshots and sketches and ideas from a text on lifestory writing. The stories included here are a sampling of the classroom activities' results. Teachers are encouraged to look at the stories as examples of language learner communication, despite idiomatic and syntactic flaws. Language specialists are urged to examine unusual English usage and evidence of interference. (MSE)

ED 326 085 FL 800 285

Kalmar, Tomas Mario; de Tal, Fulano

Northeast Consortium of Colleges and Universities in Massachusetts, Lawrence.

Working Papers from the Lawrence Literacy Coalition.

PUB DATE- 88

NOTE- 47p.; Supporters include the Lawrence (Massachusetts) Gateway Cities Program, Massachusetts Department of Education, and the Lawrence Department of Training and Development.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) a

DESCRIPTORS- Adult Literacy; *Consortia; Educational Needs; *English (Second Language); *Hispanic Americans; *Intercollegiate Cooperation; *Literacy Education; Postsecondary Education; Program Descriptions; *Regional Planning

IDENTIFIERS- *Massachusetts (Lawrence); Task Forces

Four papers concerning the Lawrence (Massachusetts) Literacy Coalition, a consortium of 12 two- and four-year colleges supporting adult literacy activities in the region, are presented. The first paper offers an overview of the coalition, including the reasons for its formation, a definition of literacy, the scope of the coalition's work, and possible directions for the future. An institutional registration form is included. The second paper consists of a poem about literacy and the Hispanic community of Lawrence. The third paper discusses the need for a language minority task force, emphasizing that grantsmanship alone can not create a successful English-as-a-Second-Language literacy program, but that minority language community input is essential to guide program design and content. The final paper is a 5-year comprehensive literacy plan for the Lower Merrimack Valley, which outlines program organization, needs and resources, the process of identifying key issues, recommendations for implementation, and five broad, specific objectives for implementation in the near future and by 1993. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 115 HE 024 015

Lawrence, Janet H.; And Others

A Comparison of Teaching Goals, Assumptions, and Practices of Faculty in Eight Liberal Arts Disciplines. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Full Time Faculty; Higher Education; Intellectual Disciplines; Learning Processes; Liberal Arts; *Predictor Variables; Student Characteristics; *Student Educational Objectives; *Teacher Attitudes; Undergraduate Students
IDENTIFIERS- *ASHE Annual Meeting

This study attempted to: (1) identify differences, among full-time academic faculty in eight disciplines and five major institutional types, regarding their goals for classroom instruction, their assumptions about undergraduate students and the conditions under which students learn best, and their teaching practices; and (2) determine which of the two organizational dimensions, institutional type or academic discipline, is the stronger predictor of faculty members' goals, assumptions, and practices. A survey of 8,130 faculty members teaching in 5 major institutional categories was conducted between November 1987, and January 1988; of this total 3,972 replied, for a response rate of 48.9 percent. Analysis of results indicated that the transmission of facts, principles, and theories were the major instructional goals. Slightly less important was the demonstration of intellectual, artistic, or scientific process. The faculty also agreed that they alone should determine course content and pace. The assumptions about undergraduate students were positive: the students were seen as being able to think on their own, hardworking, and well-motivated. Differences of opinion usually split across institutional lines, with faculty at research and doctoral institutions less interested than faculty in comprehensive and community colleges in emphasizing non-intellectual instructional goals such as developing or improving the students' social and economic conditions, or engaging in formal modes of individualized instruction. Tables are included. Contains 26 references. (GLR)

ED 326 145 HE 024 047

Stowe, Peter
National Center for Education Statistics (ED), Washington, DC.

Undergraduate Financial Aid Awards: A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report.

PUB DATE- Sep 90
NOTE- 121p.; Data Series: SP-NPSAS-86/87-5.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Family Income; Federal Programs; *Grants; Higher Education; *Paying for College; Postsecondary Education; Private Colleges; Proprietary Schools; Public Colleges; *Student Financial Aid; *Student Loan Programs; *Undergraduate Study
IDENTIFIERS- Guaranteed Student Loan Program; *National Postsecondary Student Aid Study; Pell Grant Program

This report, based on the 1987 National Postsecondary Student Aid Study, provides information on how different sources and types of student financial aid were combined to produce student aid awards or packages for 34,544 undergraduate students. First, aid awards are examined by the source of aid; second, by the type of aid; and third, by a combination of sources and types. Among the findings were the following: (1) of all the financial aid supplied to undergraduates, the Federal Government supplied 62%; (2) postsecondary institutions were the second largest suppliers of student financial aid, supplying 21%; (3) among aided undergraduates, a larger proportion of borrowers was found among those in higher than in lower income brackets; (4) 36% of aided undergraduates received Pell grants in their aid awards, with 5% receiving Pell grants alone; (5) 42% of aided undergraduates received Guaranteed Student Loans, with 11% receiving these loans alone; and (6) students who attended private, for-profit institutions were more likely to be aided than those who attended a private, not-for-profit institutions, who, in turn were more likely to be aided than those who attended public institutions. The report contains 54 tables, 3 figures, 12 references, and a glossary. Four appendixes include detailed tables, technical notes, components of the grants only award and all aid awards by source and type of aid. (JDD)

ED 326 160 HE 024 063

Dziech, Billie Wright; Weiner, Linda

The Lecherous Professor. Sexual Harassment on Campus. Second Edition.

PUB DATE- 90

NOTE- 251p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Behavior Disorders; *College Faculty; Higher Education; Legislation; Position Papers; *Sex Bias; *Sexual Harassment; Social Behavior; *Teacher Behavior; *Teacher Student Relationship; Women Faculty

The issue of sexual harassment of students by academicians is addressed, including the dilemma of teacher-student dating, newly devised policy statements on sexual harassment from several institutions, and faculty uneasiness about administrative directives on sexual harassment. Chapters are as follows: "Sexual Harrassment on Campus: The State of the Art"; "Inside the Ivy Walls: A Separate Reality"; "Contemporary College Women: Myths and Realities"; "Voices of Women" Dissonant Chorus"; "The Lecherous Professor: A Portrait of the Artist"; "Women Faculty: Queens on the Chessboard"; and "The Future of Academe." The introductory sections also include the authors' notes about the development of the book and reflections from their own experiences and perceptions concerning sexual harassment since the writing of the book's first edition 10 years earlier. Appendices contain the following: (1) Title VII Guidelines on Sexual Harassment; (2) a student's guide to legal remedies for sexual harassment; (3) Statement on Sexual Harassment, American Council on Education; (4) Presidential Statement and Policy on Sexual Harassment, University of Minnesota; (5) Institutional Committee Statement and Policy on Sexual Harassment, Gettysburg College; and (6) Sexual Harassment Survey, University of Illinois at Urbana-Champaign. Contains an index, 109 references, and a selected bibliography for interested individuals. (GLR)

ED 326 191 IR 014 730

Hauglustaine-Charlier, B.

Development Process of Pedagogical Uses of Application Softwares as Analyzer of Teachers Practice.

PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology in Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; Database Management Systems; Foreign Countries; *Inservice Teacher Education; Postsecondary Education; *Science Instruction; Secondary Education; Spreadsheets; Training Methods; Word Processing

This paper describes a training program which was designed to train teachers how to use computer applications such as database management systems and spreadsheets in their classrooms; how to modify applications according to their teaching practices; and how to learn from their experiences in using computer applications in the classroom. A group of 14 secondary science teachers participated in the program, which lasted for 25 days and included 10 days of training in computer science literacy and 13 days working in groups to develop software for teaching science and integrating the computer as a tool in their classroom practices. The training was also intended to help teachers recognize their own underlying theoretical constructs and to choose appropriate software that would mirror those constructs. In their efforts to accomplish these goals, teachers paid particular attention to their own learning processes, and to their role as manager of an educational environment. Also discussed is the "accompanying" role of the training of trainers during the development process, including the management of teachers' affective and cognitive resistance to changes in their practices required by the use of new media. (DB)

ED 326 274 JC 910 008

Washington State Board for Community Coll. Education, Olympia.
Public Assistance Recipients in Washington Community Colleges: Family Independence Program (FIP) and Aid to Families with Dependent Children (AFDC). Operations Report No. 90-4.
PUB DATE- Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Agency Cooperation; Community Colleges; Comparative Analysis; *Economically Disadvantaged; *Enrollment Projections; Financial Aid Applicants; Minority Groups; Remedial Programs; State Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Washington

During the 1989-90 academic year, the Washington community colleges enrolled nearly 15,000 individuals receiving public assistance under the Family Independence Program (FIP) and Aid to Families with Dependent Children (AFDC), representing about 5% of the total student population. A joint project was conducted by the staff of the State Board for Community College Education and the FIP to estimate future enrollments of FIP students and those being served under a new federal welfare program called Jobs, Opportunities, and Basic Skills Program (JOBS), and to describe service levels, differences between FIP and AFDC students, and participation of public assistance students by college. An examination of fall 1989 and spring 1990 student data revealed that, when compared to other community college students, public assistance students were more racially and ethnically diverse, twice as likely to be preparing for a job, half as likely to be preparing for transfer, more likely to require financial aid, and more tightly grouped in age around the median age for all students of 28 years. In comparison to AFDC students, FIP students enrolled for more credits, were more likely to attend full-time, had a higher retention rate from quarter to quarter, were more racially and ethnically diverse, and were more likely to have enrolled in basic skills or developmental studies courses. Graphs and data tables are included. (GFW)

ED 326 318   PS 019 255

Mobley, Donald Graham
Improving Academic Motivation in Seventh Grade Students through Staff Development for Teachers.
PUB DATE- 90
NOTE- 75p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Faculty Development; Grade 7; Junior High Schools; *Junior High School Students; *Learning Motivation; Middle Schools; *Student Improvement; *Student Motivation; *Teacher Improvement; Workshops

A practicum intervention was designed to increase the motivation of seventh graders in a small, non-urban school system in the southeastern United States. Many of these students exerted little effort to succeed in school by completing homework, studying lessons, and participating in classroom activities. A series of staff development workshops were held for the purpose of improving teachers' knowledge of motivational problems, causes of low student motivation, and methods of instruction. Practicum evaluation data indicated that the intervention was effective. Appendices provide a questionnaire used in documenting the problem, a weekly assessment log of teacher application of workshop ideas, pre- and post-teacher surveys on academic motivation, and a self-evaluation instrument for teachers to use in assessing their motivational practices. (Contains 17 references) (RH)

Dubin, Elliott
Financing Rural Elementary and Secondary Education. Occasional Paper.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- 89
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Federal Aid; *Rural Education; *Rural Urban Differences; *State Aid; State School District Relationship; Trend Analysis
IDENTIFIERS- *Nonmetropolitan Areas

On average, local governments in nonmetropolitan counties spent about 10% less per pupil on primary and secondary education than local governments in metro counties in 1982. However, national averages obscure a huge variation in education spending among nonmetro counties. Per pupil spending was about 47% higher than the national average in totally rural Western counties and about 37% lower in Southern urbanized nonmetro counties. Among nonmetro counties, those dependent on farming or mining or not adjacent to metro counties had higher levels of per pupil spending due to the higher costs of providing services to a sparse population. Per pupil expenditures in nonmetro counties were generally lower than those in metro counties due to lower levels of income and taxable wealth. In most states, state aid reduces the relative differences in spending among local areas. Local governments' reliance on state aid to fund education grew during the 1980s with states providing slightly more than half of all local government revenues for education in 1987. Direct federal aid for primary and secondary education fell by about 4% per year, in constant dollars, during the 1980s. Future efforts to diminish differences in per pupil spending between metro and nonmetro counties will require higher levels of real resources. In the face of the huge federal deficit and increasing state deficits, one may expect increased efforts to reallocate state aid to needy rural districts. This report contains 44 references, 13 maps, 13 graphs, and 19 data tables. (SV)

ED 326 362 RC 017 908

Spears, Jacqueline D.; And Others
Kansas State Univ., Manhattan. Rural Clearinghouse for Education and Development.

Accommodating Change and Diversity: Multicultural Practices in Rural Schools. A Report of the Ford Western Taskforce.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 90
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Case Studies; Change Strategies; Community Characteristics; Cultural Differences; Curriculum Development; *Educational Change; Elementary Secondary Education; Ethnic Groups; Leadership; *Multicultural Education; Program Evaluation; Rural Areas; Rural Development; *Rural Education; *Rural Schools; *School Community Relationship; *Social Integration
IDENTIFIERS- Alaska; Arizona; Nebraska; New Mexico; Washington

Rural Amrica has been experiencing dramatic changes in the transition toward a socially and culturally diverse society. This study is a first effort to explore multicultural reform in rural schools. Multicultural education is the process by which the school environment is modified to accommodate cultural differences as well as to teach the role culture plays in shaping people's view of society. The Rural Clearinghouse for Education and Development commissioned five separate case studies of selected rural schools in Alaska, Arizona, New Mexico, Nebraska, and Washington. At each site, school administrators, teachers, students, parents, and community members were interviewed and documentation on multicultural education was collected. The centerpiece of this document consists of the five case study reports, each by a separate writer, with the analyses focused on some or all of the following elements: (1) school mission; (2) staffing; (3) curriculum; (4) instructional strategies; (5) policies and norms; (6) home linkages; (7) community linkages; (8) staff development; (9) extracurricular activities; (10) assessment and testing; (11) multicultural leadership; and (12) student characteristics. A summary of various multicultural educational practices and a listing of resources on multicultural education are included. An appendix presents the protocol for the case studies. (ALL)

ED 326 376 RC 017 965

Northwest Regional Educational Lab., Portland, Oreg.
Rural Technical Assistance Center Workshop Summaries.
PUB DATE- Sep 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Parent Participation; *Program Evaluation; Program Improvement; *Rural Education; *Student Evaluation; Testing; *Workshops
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This reference guide contains summaries of workshops developed by the Rural Technical Assistance Centers (R-TACs) at the Northwest Regional Educational Laboratory to provide assistance to Chapter 1 personnel. The booklet describes currently available standard workshops from which rural educators may select. Most workshops can range from an introductory overview to in-depth training with flexible time requirements. The R-TAC services are provided at no costs to state departments of education and rural school districts in Alaska, California, Idaho, Oregon, Montana, Nevada, Washington, and Wyoming. The workshops cover four broad areas: instructional improvement; program improvement; parental involvement; and evaluation improvement. Each entry includes (1) the general goal of the workshop; (2) specific objectives; (3) description of the workshop content; and (4) the target audience for the workshop. (GHH)

Blair, David Hunt
Science Talk: Science in the ESL Classroom.
PUB DATE- Oct 90
NOTE- 71p.; M.A. Paper, School for International Training. Appendix 2, which contains color prints of the PREP science room, is not included.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Discovery Learning; Elementary Education; *Elementary School Science; *English (Second Language); Experiential Learning; Foreign Countries; Language Acquisition; Minority Group Children; *Refugees; *Science Activities; Science Education; Science Instruction; *Second Language Instruction; Second Language Programs; Teacher Role; *Teaching Methods; Whole Language Approach

This paper describes an approach to using science activities as a means to teach English in the English-as-a-Second-Language (ESL) classroom. It is based on the author's work in Preparing Refugees for Elementary Programs (PREP) at the Philippine Refugee Processing Center. Refugee children from Vietnam, Laos, and Cambodia, ages 6 to 12, attend class for 4 hours a day during the 18-week PREP instructional cycle. The paper first introduces the philosophy and daily schedule of PREP. It then presents the theoretical background for PREP's approach to teaching science and English to refugee children. The next chapter, titled "Activities," describes the station activities in the PREP science room, specifying materials, procedures, and language used. Chapter 4, "Process," narrates a sample "discovery science" lesson presented to a whole class and analyzes the principles underlying the presentation. The final chapter, "Conclusion," discusses the relevance of this approach to mainstream and ESL classrooms in the United States. A list of English language units is appended. (KR)

ED 326 441 SE 051 803

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Excellence in Mathematics, Science, and Engineering Education Act of 1990. Report To Accompany S. 2114. 101st Congress, 2d Session.

PUB DATE- 1 Aug 90
NOTE- 36p.; Calendar No. 761.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Science; *Educational Legislation; *Engineering Education; Environmental Education; *Excellence in Education; Federal Government; *Federal Legislation; Females; Financial Support; Government Role; Higher Education; *Mathematics Education; *Science Education
IDENTIFIERS- Congress 101st; National Science Foundation

This document contains the transcript of a Senate hearing on the crisis in science and math education. The document includes mathematics, science, and engineering education; enhance the scientific and technical literacy of the U.S. public; stimulate the professional from the state of Oregon; Carl Sagan, Cornell women and minorities in careers in mathematics, science, and engineering, and retraining of the nation's technologists; and increase participation of women and minorities in careers in mathematics, science, and engineering. This document contains a summary of Senate Bill 2114, the Excellence in University of California at Berkeley; Betty M. Vetter, Commission on the legislative history, background and need for the legislation, committee views, votes in committee, cost estimate, regulatory impact, and a section-by-section analysis of this legislation. (CW)

ED 326 246 IR 053 351

Garcia, C. Rebecca; Bridge, Frank R.
Texas State Library, Austin. Dept. of Library Development.

Small Libraries Online: Automating Circulation and Public Access Catalogs. Participant Workbook.

PUB DATE- Jul 89
NOTE- 176p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Costs; *Integrated Library Systems; *Library Automation; *Library Circulation; *Library Planning; Library Services; Long Range Planning; *Online Catalogs; State Programs; Telecommunications; Workbooks; Worksheets
IDENTIFIERS- *Texas

This workbook, meant to be used in a workshop, presents information on and guidelines for automating small libraries: (1) planning for automation; (2) automated system procurement and evaluation; (3) data conversion issues; (4) sample configuration worksheets; (5) sample configuration costs; (6) site preparation; (7) training; and (8) acceptance testing. Appended materials include a glossary of 100 automation and telecommunications terms; a sample long-range automation plan; guidelines for using MARC (Machine Readable Cataloging) records; minicomputer and microcomputer system comparison; an automation vendor list; a data conversion vendor list; functional specifications; and a 29-item bibliography. (SD)

ED 326 474 SO 030 440

Davis, O. L., Jr.; And Others
People for the American Way, Washington, DC.

Looking at History: A Review of Major U.S. History Textbooks.

PUB DATE- 86
NOTE- 203p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizenship Education; Grade 8; Grade 10; *History Instruction; Secondary Education; Social Studies; Textbook Content; *Textbook Evaluation; Textbook Standards; *United States History

Fifteen grade 8 and 16 grade 10 U.S. history textbooks, all published in 1986, are reviewed. Eight criteria were used in evaluating the texts: (1) authority; (2) interpretation; (3) significance; (4) context; (5) representativeness; (6) perspective; (7) engagement; and (8) appropriateness. The results of the review show that most of the texts are very good; some are judged to be excellent. Despite the positive general conclusions, a number of serious concerns are put forth concerning the group of texts. It is pointed out, for example, that too great a use of "readability" formulas that emphasize using commonly recognized words and short sentences result in poor writing quality; that efforts to reduce attention to violence and conflict in some history textbooks risk a bloodless narrative; and that the treatment of religion as a force in U.S. history continues to receive short shrift. (DB)

ED 326 176 HE 024 084

Council of Ontario Universities, Toronto. Research Div.
Financing Universities in North America. Can Ontario Compete in the 1990s?
PUB DATE- Dec 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Comparative Analysis; Comparative Education; Educational Finance; Enrollment; *Expenditure per Student; *Financial Support; Foreign Countries; Higher Education; Income; Operating Expenses; *Peer Institutions; *Private Colleges; *Public Colleges; Tuition
IDENTIFIERS- Canada; *Ontario; United States

A comparison study examined financial data and full-time student enrollment statistics (1987-88) from 10 Ontario universities with comparable U.S. schools (in eight Great Lake Region states, and California, Texas, and Florida) in order to establish the competitiveness of Ontario's university system in the North American context. Analysis revealed the following: (1) public universities in the 11 U.S. states received 33% more revenue per full-time student (adding private schools, 49% more) than comparable Ontario universities; (2) tuition revenues were 76% higher in the United States; (3) state/provincial appropriations averaged 19% more in the United States; and (4) only Texas and Ohio had levels of funding, for both private and public institutions, approximating Ontario's. In addition, the study matched individual U.S. institutions of similar size and program mix to two Ontario universities (University of Toronto, Queen's University). Analysis revealed that only one (Ohio State) had funding as low as Toronto's, all other U.S. schools were funded at considerably higher levels. Average revenue for nine U.S. public universities was 40% greater than for Queen's University, and six private U.S. universities averaged 179% more than Queen's University. The document includes tables of statistics and an appendix describing data sources. (GLR)

ED 326 206 IR 014 748

Kercher, Lydia
Wyoming Univ., Laramie. Dept. of Vocational Education.
Integrating Technology: Strategies.
PUB DATE- Jun 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Desktop Publishing; Educational Objectives; Educational Planning; Higher Education; High Schools; *Learning Activities; *Skill Development; Teaching Guides; *Teaching Methods; Telecommunications; Word Processing

Developed by participants in an inservice workshop at the University of Wyoming, this manual lists 26 educational strategies that make use of current educational technologies, their corresponding skill development, and the content areas involved. For example, one strategy listed is to have students create their own letterhead to be used throughout the year for assignments. Skills developed during this activity include time management, layout and design/format, measurement, and proofreading. The content area consists of desktop publishing, word/information processing, and communications. Other classroom activities listed are: (1) having students create a monthly newsletter; (2) importing tables, graphs, text, clip art, and graphics into selected software; (3) having students make pretend databases of friends, favorite foods, etc.; (4) comparing newspaper, magazine, and junk-mail advertisements and redesigning the ads; (5) criticizing television commercials; and (6) using electronic mail. Also included in the manual are nine overall strategies for use by teachers in integrating technology into their classrooms. These include techniques for designing assignments, being a resource person, looking for gaps in learning, developing an assignment sheet, overcoming students' fear of computers, preparing overheads, accommodating special student populations, and modifying software and hardware for students with special needs. (DB)

ED 326 219 IR 052 718

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference 1988. Division of Management and Technology. Section on Information Technology; Section on Statistics; Section on Library Buildings and Equipment; Section on Conservation; Round Table on Management of Library Associations; Round Table on AV Media.

PUB DATE- Sep 88

NOTE- 82p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; Audiovisual Centers; Developed Nations; Developing Nations; Evaluation Methods; Foreign Countries; Higher Education; *Information Technology; Interlibrary Loans; Library Associations; Library Automation; Library Facilities; Library Networks; *Library Planning; *Library Role; *Library Services; Mass Media Use; Measurement Techniques; National Libraries; *Preservation; Public Libraries; State Libraries

IDENTIFIERS- British Library (England)

The 15 papers in this compilation focus on library nagement and technology, including information technology, statistics, buildings and equipment, and conservation: (1) "Information Control: OSI (Open Systems Interconnection) and Networking Strategies" (Neil McClean, United Kingdom); (2) "OSI in Australia: Potential, Planning, Progress" (Rona Wade, Australia); (3) "OSI and Distributed Applications" (S. Michael Malinconico, United States); (4) "Statistical Data Gathering in Australian Libraries--A Resume" (F. C. H. Exon & J. Eccleston, Australia); (5) "Performance Measurement: Principles and Practice" (Geoffrey Ford, United Kingdom); (6) "The Use of Performance Measures by Public Libraries in the United States" (Clarence Walters, United States); (7) "The Post Occupation Evaluation of the New National Library of New Zealand Building" (Alan Smith, New Zealand); (8) "Library Technology Development and Its Impact on the Library Building Interior" (V. M. Krasiltshikova, USSR); (9) "Preservation Planning in Europe" (D. W. G. Clements, United Kingdom, & J. M. Arnoult, France); (10) "Preservation of Library Materials in India: Proposals and Plan" (A. L. Kapoor, India); (11) "The Australian National Preservation Program--A Progress Report" (Jan Lyall & Janine Schmidt, Australia); (12) "Strategic Planning for Library Associations" (Roger Parent, United States); (13) "Status of Librarians in Asean (Association of Southeast Asia Nations) Countries" (Miriam Abdul Kadir, Malaysia); (14) "The Swedish National Archive of Recorded Sound and Moving Images--the ALB (Arkivet for Ljud och Bild)" (Sven Allerstrand, Sweden); and (15) "The National Collection of Audiovisual Materials: Some Problems and Practices" (Catherine Pinion, United Kingdom). (CGD)

ED 326 392 SE 051 751

McDuffie County School District, Thomson, GA.
Project P.A.S.S. Helps Them Pass.
PUB DATE- May 90
NOTE- 4p.; Written material only, the 23-minute videotape, sample packets and an overview must be ordered from Project P.A.S.S.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Computer Assisted Instruction; *Computer Uses in Education; *Elementary School Mathematics; Grade 3; High School Students; Instructional Materials; Mathematics Education; Mathematics Skills; Parent Materials; Parent Participation; *Parents as Teachers; Parent School Relationship; *Parent Student Relationship; Primary Education

Project Partnership and Student Success (PASS) provides help to grade 3 high risk mathematics students by forming partnerships with their parents. The school provides practice materials and personnel to teach parents how to use them. Parents provide task-oriented time and individual attention to their child. This program, in a practical way, coordinates the attainment of mathematics objectives, test-taking composure, home practice, computer use, and parental involvement--all without asking classroom teachers to modify or add to their workload. Described is a home visit where a facilitator drops off practice mathematics materials and takes time to explain their use to parents. A model of this home-based partnership could be readily adapted to other grade levels and subject areas. (KR)

ED 326 457 SO 030 055

Wang, Gerald; And Others
Bureau of the Census (DOC), Suitland, Md. Population Div.
Tiger Tales: A Presentation of the Automated Geographic Support
Systems for the 1990 Census.
PUB DATE- Feb 85
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Creative Works (Literary
and Dramatic) (030)
DESCRIPTORS- *Census Figures; *Demography; Elementary Secondary
Education; Geography; *Instructional Materials; *Population
Distribution; Social Studies; *Visual Aids
IDENTIFIERS- *Census 1990; *Tiger Data Base File

A description of the geographic planning and operation of the 1990 U.S. Census presented in cartoon form, this booklet carries the user through the stages of the development of the materials needed for census field enumeration activities. Maps were drawn for address reference files, and geographic reference files were created. These cartoons follow the creation of the Tiger Data Base Files through planning, generating, design, and production stages. TIGER is an acronym for "topologically integrated geographic encoding and referencing." The cartoons are designed for classroom use in teaching about the census and geographic areas of the United States. (NL)

ED 326 102 HE 024 002

Griswold, Carolyn; Macfie, Ian

Personal Qualities and Highly Visible Presidents. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Evaluation; *Administrator Qualifications; *Administrator Role; Administrator Selection; Career Ladders; *College Presidents; Faculty Publishing; Group Membership; Higher Education; Institutional Characteristics; Intellectual Disciplines; Leadership Qualities; Productivity; Professional Associations; Reputation; Scholarship
IDENTIFIERS- American Association of State Colleges and Univs; *ASHE Annual Meeting; Association of American Colleges; Association of American Universities; National Assn of State Univ and Land Grant Coll

A study investigated selected personal characteristics of 124 highly visible presidents belonging to four institutional associations that include among their members the nation's major universities and four-year colleges (National Association of State Universities and Land-Grant Colleges, American Association of State Colleges and Universities, Association of American Colleges, and Association of American Universities). Visibility was determined by such characteristics as election to high associational office, major addresses at national meetings, appointments to national commissions, and publications dealing with higher education policy issues. Background characteristics included academic discipline, institutional prestige, scholarly productivity, and career pattern. Correlation of background characteristics and visibility suggests that while the characteristics are not highly related to visibility, they appear to be important in the screening process of search committees. The findings suggests the emergence of a "career president" who begins to concentrate on administration early in his/her career. In addition, appreciable variation in association membership exists with regard to presidential requirements. The importance of examining the interplay of all presidential background characteristics with association membership and professional prominence is emphasized. (MSE)

ED 326 232 IR 053 260

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference, 1989. Division of Bibliographic Control. Open Forum of the Division; Section on Cataloguing; Section on Bibliography; Section on Classification and Indexing. Booklet 40.
PUB DATE- Aug 89
NOTE- 188p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 40 papers are followed by English translations of three papers not given in English, plus seven additional papers.
LANGUAGE- French; English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bibliographic Utilities; *Cataloging; *Classification; Costs; Foreign Countries; *Indexing; *Information Retrieval; Library Associations; Online Catalogs; *Subject Index Terms; User Needs (Information)
IDENTIFIERS- Dewey Decimal Classification

There are 16 papers in this collection from the Division of Bibliographic Control: (1) "Report from the Section on Cataloging" (Tom Delsey); (2) "Section on Bibliography Report" (B. C. Bloomfield); (3) "Report from the Section on Classification and Indexing" (Robert P. Holley); (4) "The Cost of Cataloging" (French and English versions; Genevieve Boisard); (5) "Cost Savings and Service Strategies in the British National Bibliographic Service" (Peter R. Lewis); (6) "Management and Use of Name Authority Files (Personal Names, Corporate Bodies, and Uniform Titles): Evaluation and Prospects" (French and English versions; Marcelle Beaudiquez and Francoise Bourdon); (7) "Authority Control and Muslim Personal Names" (Roderic Vassie); (8) "Experience of the Work on Authority Files in Socialist Countries Libraries (Survey)" (N. P. Igumnova); (9) "Designing Online Catalog Subject Access to Meet User Needs" (Marcia J. Bates); (10) "Subject Access and the Marketplace for Bibliographic Information in France" (French and English versions; Suzanne Jouguelet); (11) "Building on PRECIS: Strategies for Online Subject Access in the British Library" (Joyce Elaine Butcher); (12) "Translating Dewey in Italian" (Daniele Danesi); (13) "An Overview of the International Use of the Dewey Decimal Classification" (Russell Sweeney); (14) "The Use of the DDC (Dewey Decimal Classification) in the Arab World" (Mohammed M. Aman and Shawky Salem); (15) "International Aspects of DDC (Dewey Decimal Classification) 20" (Julianne Beall); and (16) "Dewey Decimal Classification, Edition 20: A Critical Review" (Paule Rolland-Thomas). (SD)

ED 326 247 IR 053 353

McClure, Charles R.; And Others
Syracuse Univ., N.Y. School of Information Studies.

Federal Information Inventory/Locator Systems: From Burden to Benefit. Final Report.

SPONS. AGENCY- General Services Administration, Washington, D.C.; Office of Management and Budget, Washington, D.C.
PUB DATE- 27 Jul 90
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Bibliographic Records; Data Collection; *Federal Government; *Government Publications; *Indexes; *Information Dissemination; Information Management; Information Processing; *Information Retrieval; Needs Assessment; Public Policy; Quality Control
IDENTIFIERS- *Inventory Systems; National Information Policy; Paperwork Reduction Act 1980; *Standardization

Building on previous discussions of Federal information inventory locator systems (FILS), this report explores issues related to FILS and identifies policy and implementation options that can best meet the competing rationales and requirements for FILS. The concept of a Government-wide Information Inventory/Locator System is explored, and it is suggested that such a system should would serve as an authoritative register of all Federal information collection requests, assist agencies in locating government information, and eliminate duplication of information collection. The system would contain citations and abstracts of publicly available U.S. government information, and the name of the agency or source where the information could be obtained. This study: (1) reviews the existing policy system regarding FILS; (2) clarifies the objectives and uses for FILS; (3) identifies key stakeholders (i.e., Federal mission agencies, Federal dissemination agencies, Office of Management and Budget Office of Information and Regulatory Affairs, Congress, public advocacy groups, the library/information science community, the general public, and the private sector); and (4) discusses issues and criteria related to how these systems can meet the needs of the stakeholders. The report assumes that readers are knowledgeable about Federal information policies and information resources management and does not provide a general overview of the existing Federal information policy system. (34 references) (SD)

ED 326 303 PS 019 010

Negussie, Birgit
Pregnancy, Birth, Infant and Child Care: Midwifery Skill and Knowledge.
PUB DATE- Oct 90
NOTE- 16p.; Paper presented at the International Congress of the International Confederation of Midwives (22nd, Kobe, Japan, October 7-12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth; *Child Rearing; Developing Nations; *Folk Culture; Foreign Countries; Literature Reviews; Medical Services; *Obstetrics; *Pregnancy; *Prevention
IDENTIFIERS- Africa (East); *Ethiopia; Infant Care; Maternal Health; Traditional Healing

This presentation, which is based in part on a cross-cultural survey of East Africans and also on research conducted in Ethiopia, highlights the importance of traditional knowledge of midwifery. Examples of traditional skills in pregancy and birth care, and of child care and child rearing in several East African countries, are offered. It is argued that midwives are the key people in launching sound and successful ways for bearing and bringing up children, and for giving them a bright future. Midwives have a crucial role to play in the harmonious combination of the benefits of nature and necessary technological interventions. Background and introductory sections are followed by discussion of: (1) maternal and birth care, infant and child care, and child development and child rearing practices in East Africa; (2) benefits of traditional midwifery; and (3) a harmonious synthesis of modernity and tradition. It is concluded that the building of bridges between modernity and tradition will result in an improved cultural understanding of the role of midwifery in the promotion of safe motherhood and sound child development. A total of 32 references are cited. (RH)

ED 326 350 RC 017 852

Davidson, Art, Ed.
Yupiktak Bista, Yukon-Kuskokwim, AK.
Does One Way of Life Have To Die So Another Can Live? A Report on Subsistence and the Conservation of the Yupik Life-Style.
SPONS. AGENCY- Alaska State Dept. of Community and Regional Affairs, Juneau.; Community Services Administration (DHEW), Washington, D.C.; Friends of the Earth Foundation, San Francisco, Calif.
PUB DATE- Dec 74
NOTE- 84p.; Illustrations will not reproduce.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alaska Natives; Cultural Influences; *Culture Conflict; *Eskimos; Federal Programs; Indigenous Populations; Life Style; Modernization; *Public Policy; Traditionalism
IDENTIFIERS- Alaska; *Cultural Maintenance; *Subsistence Lifestyle; Yukon; Yupik Eskimos

Native American tribes and nations have lost their ancestral way of life. Open warfare, broken treaties, and well-intended programs to "save the Indians" have contributed to the demise of tribal Indian lifestyles. Many federal government programs for education, transportation, economic development, job training, and land management as well as fish and game policies have been damaging to the subsistence way of life, i.e., to the way in which Native Americans hunt and fish to sustain their culture as well as to meet basic human needs. For the Yupik Eskimos of the Yukon-Kuskokwim Delta in Alaska, subsistence is not an isolated phenomena, but is interwoven into every aspect of their lives. Subsistence is threatened by modern development, from early European settlement to the current public policies in education, land use, economic development, and wildlife management. This report focuses on the various aspects of the subsistence way of life in relation to the following public policy issues: (1) economic planning and coordination of transportation, energy, and welfare; (2) land use planning, boundaries, management, and evaluation; (3) wildlife management, conflicts with subsistence users, and local control; (4) population planning problems and objectives; (5) education in relation to subsistence lifestyle; and (6) the cultural planning process and its impact. (ALL)

ED 326 409 SE 051 768

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Cycles in the Sand. Community Study Unit, Grade 2. Teacher Edition, Field Trip Guide for Teachers, and Student Book.

PUB DATE- 89
NOTE- 76p.; For related documents, see SE 051 766-777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ecology; Educational Objectives; *Elementary School Science; Experiential Learning; *Field Trips; *Grade 2; *Interdisciplinary Approach; *Marine Education; Primary Education; Science Activities; Science Education; Teaching Guides
IDENTIFIERS- *4Mat System Model

This unit of study is made up of a series of activities designed to acquaint the students with changes and cycles in the world around them. The unit includes a field trip to a local beach where a number of changes can be observed first-hand. Life cycles, as well as the water cycle, are introduced in the unit through a variety of pre-trip classroom activities. Changes caused by the elements, sun, water, air, people, and wildlife, can be observed on the trip and in the classroom. This set of documents includes an overview, objectives, a field trip guide for teachers, and four sections of activities. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a student book, a glossary, a discussion of scheduling considerations, and a parent permission form. (CW)

ED 326 442 SE 051 804

Shaw, Edward L., Jr.; Doan, Robert L.

Attitudes and Achievement between Male and Female Second and Fifth Grade Science Students.

PUB DATE- 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Age Differences; Career Choice; Career Guidance; Cognitive Style; Cultural Influences; Elementary Education; *Elementary School Science; Grade 2; Grade 5; Motivation; Science Careers; Science Education; *Sex Differences; *Student Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *Science Achievement

The purpose of this study was to investigate the difference in attitude toward and achievement in science between boys and girls in grade two (n=129) and in grade five (n=154) and to compare the differences found for elementary school students to those found previously for middle school students. For this study, "attitude toward science" was defined in terms of attitude as measured by the Nyberg and Clark Attitudinal Scale. "Achievement in science" was defined as a determination of the student's work in science as measured by the Stanford Achievement Test (Science Section). The results of this study indicate that there are no significant differences between elementary boys' and girls' attitudes toward or achievement in science as a school subject. Included in this paper are the statement of the problem, definitions, a description of the sample, the procedure, results, conclusions, and the implications. (KR)

ED 326 069 FL 018 996

New Jersey State Dept. of Education, Trenton.

Norming Study of the Language Assessment Battery and the Maculaitis Assessment Program--Practitioner's Report.

PUB DATE- Feb 89
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Bilingual Education Programs; Cutting Scores; Elementary Secondary Education; *English (Second Language); *Language Tests; Second Language Programs; *Standardized Tests; *State Norms; State Surveys; Student Placement
IDENTIFIERS- Language Assessment Battery; Maculaitis Assessment Program; *New Jersey

In spring 1988, 103 bilingual/English-as-a-Second-Language (ESL) and ESL-only school districts in New Jersey participated in a study to establish norms for the Language Assessment Battery (LAB) and Maculaitis Assessment Program (MAC) in grades K-12. This manual is designed to provide local district staff with the study's results and to make recommendations for how bilingual/ESL and ESL-only districts can use the results for placement and evaluation. The manual consists of three main sections and appendixes. The first section presents the purpose of the study and a description of the sample population. The second section explains the methods used to establish cutoff scores for the MAC and both forms of the LAB. Section 3 contains information on how to use the norms and cutoff scores for placement and evaluation. Appendixes consist of a list of the study's participating districts, norm tables, and fall and spring cutoff scores. (MSE)

ED 326 086 HE 023 975

Johansson, Ingvar
National Swedish Board of Universities and Colleges, Stockholm.

Pluralism and Rationality in the Social Sciences. Studies of Higher Education and Research.

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
.
DESCRIPTORS- *Competition; Epistemology; Experimenter Characteristics; Foreign Countries; Higher Education; Philosophy; *Research Methodology; *Scientific Methodology; *Social Science Research; *Social Sciences; Social Scientists; Sociology
IDENTIFIERS- *Rationality

This paper looks at science from a sociological perspective while still trying to retain the aim of improving rationality. The paper claims that it is rational to have a methodological division of labor in science, in particular in the social sciences, and concludes that mono-methodological Crusonian rationality should be replaced by multi-methodological social rationality. The paper distinguishes among four different kinds of competition (parallel and counter, public-oriented and actor-oriented), and among three different kinds of rationality (technological, normal scientific, and philosophical), and then relates competition structures and rationality structures to each other. Finally, it discusses the particular case of rationality in the social sciences. This discussion focuses on research within economics and sociology that is public-oriented parallel competition, and rationality within social sciences that is similar to technology and applied natural science. The paper advocates a three-tiered methodological approach: (1) a single scientist cannot be fully rational; (2) all scientists should not conform to the same main methodological rules; and (3) science as a whole is rational when there is an interaction between the different rationalities. (6 references) (JDD)

ED 326 130 HE 024 030

Holland, Barbara A.
The Decline of Competition: A Study of Cooperative Approaches to University Research Management. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Consortia; *Cooperative Programs; Educational Cooperation; Higher Education; *Institutional Cooperation; Organizational Development; Research Administration; *Research and Development Centers; *Research Universities; *Shared Resources and Services; Universities
IDENTIFIERS- *ASHE Annual Meeting

This paper analyzes the organizational strategies and dynamics of cooperation appropriate to research consortia. The experiences of nine existing research consortia are reviewed in an effort to propose guidelines for practice in the design of research consortia, and to expand understanding of the nature of interinstitutional cooperation. The nine consortia studied are: Associated Western Universities, Corporation for Science and Technology, Microelectronics Center, Oak Ridge Associate Universities, South-East Consortium for International Development, Southeastern Universities Research Association, Southern Regional Education Board Faculty Research Grant Program, Universities Space Research Association, and University Corporation for Atmospheric Research. The study found that the forces behind pressure for cooperation in research include resources restricted by the growing impact of the federal deficit, the increasing expense and capacity of high technology research facilities, state-level concern for economic development, and the role of higher education as economic partner with business. Organizational characteristics that facilitate cooperation include, among others, participation of entrepreneurial faculty, achievement of success in one major project, which can lead to additional areas for cooperation, and use of political and corporate endorsement and participation to break down rivalries among institutions. Case study summaries of the nine consortia are presented in an appendix. (39 references) (JDD)

ED 326 146 HE 024 048

Gilmore, Jeffrey L.
Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

Price and Quality in Higher Education.

PUB DATE- Oct 90
NOTE- 147p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Quality; Fees; *Higher Education; *Instructional Student Costs; Models; Organizational Effectiveness; *Performance Factors; Private Colleges; *School Effectiveness; School Funds; *Tuition; Undergraduate Study

This study of 502 private, general baccalaureate institutions examined relationships between charges for tuition and traditional measures of institutional quality (such as selectivity, reputation, financial and physical resources, curricular diversity, student-faculty ratios, library holdings, and graduate school placements). The study also tested an explanatory model of institutional effectiveness that considers the effects of finances as well as institutional characteristics, and identifies the structural elements underlying institutional performance on student outcomes (represented by an Educational Progress variable, which is a composite of freshman grade point average, sophomore retention, and graduation rates). Findings showed that consumer price was positively and significantly correlated with 27 variables representing institutional quality. Higher priced institutions generally performed better with respect to Educational Progress, though 31% of the institutions ran counter to expectations, with some of the lower priced colleges outperforming some of the higher priced colleges, and with some of the higher priced colleges showing poor performance. Certain specific institutional characteristics, especially academic enrichment programs and student activities, may be more effective than others in promoting student educational progress. Other factors, such as the percentage of full-time faculty, were found to hinder student attainment. (154 references.) (JDD)

ED 326 261 JC 900 601

Richardson, Richard C., Jr.
Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, Tempe, AZ.

Responding to Student Diversity: A Community College Perspective. Minority Achievement Counting on You.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Aptitude; Academic Aspiration; *Access to Education; Affirmative Action; Change Strategies; College Outcomes Assessment; *College Preparation; *Community Colleges; Educational Assessment; *Educational Environment; Ethnic Groups; *Minority Groups; Models; Organizational Change; Remedial Instruction; Student Attitudes; *Student College Relationship; Student Recruitment; Teacher Recruitment; Two Year Colleges

More than half of entering community college students lack the basic skills required to do college-level academic work. Blacks, Hispanics, and American Indians disproportionately rely on community colleges as their point of initial access to higher education, making the issue of preparation inherently tied to factors of race and ethnicity. In some areas, community colleges enroll 40% of all high school graduates, but 80% of the minority graduates. The prevailing community college approach to student preparation issues involves a deficiency model in which remediation is emphasized as the dominant strategy for bringing everyone to minimum standards. Also needed is an achievement model that challenges faculty to design an environment where diversity is valued and individuals are inspired to build on their strengths to attain maximum potential. The task of implementing achievement models in institutions historically committed to access is, above all, a task of managing culture. While culture management is more time-consuming and difficult than the introduction of technology, it is the only approach through which faculty can be influenced to augment deficiency views and practices. A complicating factor is that the two models will need to coexist in most community colleges for the foreseeable future. Efforts to manage culture will be aided by the opportunity to employ new staff as those faculty who represent founding values and beliefs retire in large numbers over the next decade. A flow-chart model of institutional adaptation to student diversity and a 28-item bibliography are included. (JMC)

ED 326 275 JC 910 009

Gerda, Joe; And Others
College of the Canyons, Valencia, CA.

The Associate Program for Adjunct Instructors.

PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; Community Colleges; *Faculty Development; Inservice Teacher Education; Instructional Development; *Part Time Faculty; Peer Evaluation; Program Descriptions; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; *Teacher Workshops; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

At the College of the Canyons in California, the majority of faculty are adjunct instructors, many of whom have had little formal background in teaching. In an effort to support these faculty and to assure the quality of instruction, the Associate Program for Adjunct Instructors was instituted. The program emphasizes the development and evaluation of skills rather than the dissemination of information, and instructors who complete the program become Adjunct Associate Instructors. The program completion involves four steps: (1) obtaining a recommendation from the division chairperson, which usually requires that the adjunct first complete at least one semester of instruction at the college; (2) completing a 24-hour Instructional Skills Workshop (ISW) in which each participant presents a series of 10-minute videotaped presentations; (3) completing an 8- to 10-hour Advanced Teaching Workshop (ATW), which examines issues such as questioning techniques, critical thinking, and writing across the curriculum; and (4) undergoing a classroom evaluation which involves classroom observation and feedback from colleagues and/or students. Benefits for Associates completing the program include improved teaching skills; the professional status of having completed the ISW and the ATW; and a program stipend and 10% salary increase. Criteria for candidate selection include seniority, the number of times an instructor has applied to the program, a fair representation of disciplines, and comments submitted by division chairs. An application for admission to the program is appended. (GFW)

ED 326 289 JC 910 028

Redovich, Dennis W.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

MATC Factbook, January 1991.

PUB DATE- Jan 91

NOTE- 269p.; For the previous year's report, see ED 315 115. Statistical data tables contain small type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; Educational Trends; Employment Patterns; *Enrollment; *Enrollment Trends; Full Time Equivalency; *Institutional Characteristics; Minority Groups; Multicampus Districts; School Demography; School Personnel; *School Statistics; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students

This fact book on Milwaukee Area Technical College (MATC) provides data tables, charts, and graphs on campus size, class size, college revenue, faculty and staff characteristics, full-time equivalent (FTE) enrollments, student background and characteristics, districtwide enrollments, campus enrollments, the district population, MATC and state vocational enrollments, and results of a 1990 survey of MATC students. Highlighted findings include the following: (1) throughout the 1980's MATC enrollments were directly proportional to the local unemployment rate; (2) from academic year 1980-81 to 1990-91, total minority enrollment increased by 45.8%, with Hispanics more than doubling their enrollment, Asians increasing by 96%, Black enrollment increasing by 30.4%, and American Indian enrollment increasing by 24.6%; (3) since 1981-82, there has been a gradual increase in the median age of students, while the first semester ratio of full-time day students to total students has decreased sharply; (4) evening first semester enrollments have decreased over the last thirteen years with declines at almost all campuses; (5) associate degree FTE has declined since 1982-83 though it is still 11% higher than it was in 1976-77; (6) College Parallel has increased by 61% since 1981-82 and vocational adult education has increased by 185% since 1976-77; (7) total FTE increased by 5.8% between 1988-89 and 1989-90; (8) business, liberal arts, and sciences have made up 60% of total FTE's since 1981-82; (9) in 1989-90, the majority (52.4%) of MATC employees were female; and (10) minority employment at MATC has increased from 15.3% in 1984 to 22.8% in 1990. (JMC)

ED 326 319 PS 019 256

Turner, Gordon
Improving Student Learning in Content Areas through an Interdepartmental Study Skills Program Promoting Structural Notemaking Strategies.
PUB DATE- May 90
NOTE- 139p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 8; Grade 9; Inservice Teacher Education; *Interdisciplinary Approach; Junior High Schools; *Notetaking; *Outcomes of Education; *Study Skills; Teacher Workshops; *Teaching Methods

This practicum report describes a study skills program designed to teach organizational skills and notetaking techniques to students in grades eight and nine. The program included in-service teacher workshops designed to promote learning style awareness strategies, foster an interdisciplinary curriculum perspective, and encourage the teaching of conceptual organizational structures. Parents were made aware of the goals of the program. An evaluation of the program indicated that the teaching of learning strategies did help students build study skills. Teachers showed an improved awareness of the importance of study skills, and parents noted that the study skills were practical and important tools for improving their children's learning. (PCB)

ED 326 377 RC 017 967

Education Commission of the States, Denver, Colo.
What's Distinctive about the Migrant Education Program. A Report of Survey Results of the Interstate Migrant Education Council.
PUB DATE- Mar 86
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Access to Information; *Administrative Policy; Cooperative Programs; Coordination; *Educationally Disadvantaged; Elementary Secondary Education; English (Second Language); Family Characteristics; Information Transfer; Limited English Speaking; *Migrant Education; Migrant Programs; Mobility; Parent Participation; Program Evaluation; Student Needs

A study by J. Bertoglio (1985) on the origins and history of the Migrant Education Program served as a frame of reference for a telephone survey of 15 state Directors of Migrant Education and other experts conducted in 1986. The general goal of the survey was to collect information on distinctive features of migrant education programs at the national, state, and local levels. The survey identified past programs that in the views of the respondents were useful or have met unique needs of the migrant population. Three general questions were asked in each interview: (1) What innovative approaches or noteworthy changes have been made in migrant education to enable people to meet the needs of this student population? (2) What noteworthy programs at the national level (interstate programs) that meet unique educational needs of students can you identify? and (3) What noteworthy programs in states that meet unique needs of students can you identify? This report presents the survey outcomes in five categories: (1) Family Characteristics; (2) Student Characteristics; (3) Administrative Modifications; (4) Information Exchange; and (5) Program Characteristics. Additionally, a summary is provided of respondent's comments regarding major pluses of the program, major unique features, and perceived needs and concerns, along with a list of noteworthy programs. An appendix lists names and titles of interviewers. (GGH)

Payne, Joseph N., Ed.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Mathematics for the Young Child.
PUB DATE- 90
NOTE- 316p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Cognitive Development; Computer Uses in Education; Concept Formation; Elementary Education; *Elementary School Mathematics; Experiential Learning; Instructional Materials; Kindergarten; Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Numbers; *Preschool Education; Problem Solving; *Teaching Methods; Thinking Skills

This book is for teachers of children in preschool through grade 4. It is designed to help teachers make important decisions about the mathematics curriculum and give them some effective ways to help children attain the mathematical power needed for everyday use and for future careers. Relevant research in each chapter provides a framework and dependable justification for the suggested curriculum and instructional strategies. Instructional activities are interwoven to furnish practical and useful ideas that teachers can modify and expand. Effective teaching, viewed as an interactive activity, is a major goal of this book. The intent is to help teachers understand the spirit of this interaction, the way tasks should be presented, the kind of questions to ask, the way manipulatives should be used to stimulate and develop thinking, and the way children's responses should be used to make instructional decisions. Included are 14 chapters: (1) "New Directions in Mathematics Education"; (2) "Developing Mathematical Knowledge in the Young Child"; (3) "Developing Problem-solving Abilities and Attitudes"; (4) "Concepts of Number"; (5) "Place Value and Larger Numbers"; (6) "A Problem-solving Approach to the Operations"; (7) "Strategies of the Basic Facts"; (8) "Whole Number Computation"; (9) "Fractions and Decimals"; (10) "Geometric Concepts and Spatial Sense"; (11) "Measurement"; (12) "Graphical Representation and Probability"; (13) "Using Microcomputers for Mathematics Learning"; and (14) "Planning for Mathematics Instruction". (KR)

ED 326 458 SO 030 056

Biermann, Melanie; And Others
National Trust for Historic Preservation, Washington, D.C.

Madison, Montpelier, and The Constitution: A Field Trip Experience for Students. Elementary Program.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 90
NOTE- 51p.; For the middle school and secondary programs, see SO 030 057-058.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Field Instruction; *Field Trips; *History Instruction; Instructional Materials; *Social Studies; *United States History; Videotape Recordings
IDENTIFIERS- *Madison (James); *Montpelier (Madison Home); United States Constitution

The key to a successful field trip is planning. This publication, designed to provide guidelines for elementary school teachers, outlines the step-by-step experience of a participatory visit to Montpelier, the home of James Madison. A prefatory article by constitutional authority A. E. Dick Howard, called "James Madison and the Constitution," provides background information for the teacher. The first step in preparing students for the experience is the showing of an introductory videotape about Madison and his role as chief architect of the U.S. Constitution. Scripts for role-playing during the house tour, called "I Was There!" allow students to meet eight historical figures, influential in that time, and to role play one of them during the tour. The second part of the field trip experience concerns rights and resonsibilities and focuses on constitutional issues today. Again, students play the parts of participants in a constitutional controversy as a docent leads the discussion. The program is designed to be interactive, with students actively shaping their field trip experiences. An 11-item bibliography is included as are all activity materials (maps, timelines, activity sheets, vocabulary lists, and constitutional highlights). (NL)

ED 326 475 SO 030 444

Thomas, R. Murray; Rasheed, Mohammed A.
Male and Female Judgments of Moral Issues--Saudi Arabians and U.S. Americans.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Cultural Differences; Developmental Psychology; Foreign Countries; Foreign Culture; International Education; *Moral Development; Moral Issues; *Moral Values; Questionnaires; Secondary Education; *Sex Differences; Social Science Research; *Student Attitudes; Value Judgment
IDENTIFIERS- *Saudi Arabia

An analysis of the opinions of 126 Saudi Arabian and of 166 U.S. students about 6 instances of law violations indicated that the gender of the student making the moral judgment was not a dominant factor in the student's selecting consequences to be experienced by people who committed the acts represented in the 6 cases. However, there were substantial differences between Saudi Arabians and U.S. students in the consequences they would propose. The general cultural milieu of a particular society, and a variety of other factors, are apparently more influential than gender in determining the degree to which youths will propose an even-handed justice rather than a compassionate-caring consequence for the transgressor. (Author/DB)

ED 326 116 HE 024 016

Birnbaum, Robert
National Center for Postsecondary Governance and Finance, College Park, MD.

Will You Love Me in December as You Do in May? Why Experienced College Presidents Lose Faculty Support. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Nov 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Faculty; *College Presidents; Comparative Analysis; Higher Education; *Human Relations; Interaction; Interpersonal Relationship; Interviews; *Job Performance; Leadership; *Teacher Administrator Relationship
IDENTIFIERS- *ASHE Annual Meeting

An interpretive analysis is presented based on a comparative case study of the relationships between college and university faculty and their presidents in 32 institutions of higher education. Data were collected through interviews during campus visits in 1986-87. The study divided the institutions into six different groups, and looked for patterns of similarities and differences in these groups. Additionally, the study was designed so that half were new presidents (appointed between 1984 and 1986) and half were experienced presidents (appointed between 1965 and 1981). Data collected from the study showed that 75% of the newly appointed presidents, and only 25% of the presidents with longer terms of office, enjoyed strong faculty support. When recently appointed presidents were compared with those who were in office longer, it was shown that failed presidents were those who most frequently lost faculty support early in their tenures, while exemplary presidents retained faculty support throughout their terms in office. In the case of some presidents, described as Modal Presidents, faculty support gradually eroded over time. It was hypothesized that approximately half of all presidents are of the modal type, one quarter are failed presidents, and one quarter are exemplary presidents. Contains 31 references. (GLR)

ED 326 161   HE 024 064

McSparrin, Brenda M.; And Others
Student Attitudes about A Self-Paced Undergraduate Statistics Class.
PUB DATE- 14 Nov 90
NOTE- 15p.; Paper presented at the Mid-South Educational Research Association Annual Meeting (New Orleans, LA, November 14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; College Students; Higher Education; *Independent Study; Learning Strategies; Lecture Method; *Pacing; Statistics; *Student Attitudes; Student Reaction; *Teaching Methods; Time Factors (Learning); *Undergraduate Study
IDENTIFIERS- *Personalized System of Instruction

Students (N=78) enrolled in either the Fall, 1989 or Spring, 1990 semester of an urban university campus were studied to determine their preference for either the Personalized System of Instruction (PSI or Keller Plan) or the traditional lecture class in an undergraduate self-paced statistics class. (This was also the first self-paced course that 82% of the sample had ever taken.) Analysis of the results from a 13-item questionnaire revealed that 90% of the students liked the idea of frequent testing, 92% thought the use of student proctors was a good idea, 74% liked the idea of self-pacing, and 97% agreed that being able to retest a unit was a good idea. In addition, 50% indicated they were anxious about the self-paced format, yet 65% were confident they could manage their time and progress through the course. Also, 82% thought the grading was fairer to the student than in most lecture courses and did not feel it was harder to achieve a good grade under the self-paced system. Actual grades revealed only 5% of the students studied received a grade lower than C for the course. Contains 11 references. (GLR)

ED 326 192 IR 014 731

O'Brien, Dominic V.

Deprogramming the Open University: Expanding the Role of Technology in Higher Education.

PUB DATE- Mar 90

NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Learning; *Broadcast Television; Distance Education; Educational Technology; *Educational Television; Higher Education; Open Universities; Outreach Programs; *Public Television; *Services; *Telecommunications; Telecourses

Critics of higher education complain that universities and broadcast television fail to meet the needs of adult learners. The creation by the Corporation for Public Broadcasting in 1979 of a project in adult learning was an attempt to make both television and educators more responsive to adult learners. However, the result of this project and others similar to it have been a focus on courses, telecourses, and programs. Other services offered by educational institutions such as counseling, assessment, credentialling, and record-keeping, have been largely ignored; the potential of instructional technology has not yet been fulfilled. Instructional technology is too important to be used solely for instruction: it should also be used to offer educational support services, thereby expanding the reach of educational institutions. (DB)

ED 326 336 RC 017 748

Manson, Spero M., Ed.; Dinges, Norman G., Ed.

Colorado Univ. Health Sciences Center, Denver.; National Center for American Indian and Alaska Native Mental Health Research, Denver, CO.

Behavioral Health Issues among American Indians and Alaska Natives: Explorations on the Frontiers of the Biobehavioral Sciences.

PUB DATE- 88
NOTE- 372p.; Papers originally presented at the Conference of the Institute of Medicine of the National Academy of Science (Mount Hood, Oregon, April 1985).
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- *Alaska Natives; Alcohol Abuse; *American Indians; *Behavior Patterns; *Cultural Influences; Diabetes; Epidemiology; Interdisciplinary Approach; Mental Disorders; *Mental Health; *Physical Health; Research Needs; Stress Variables
IDENTIFIERS- Behavioral Medicine

The nine major overview and position papers contained in the monograph were originally presented at a conference held for the purpose of reviewing, from the Native American perspective, the National Institute of Medicine's comprehensive volume, "Health and Behavior: Frontiers of Research in the Biobehavioral Sciences." The papers, each of which was discussed at length and revised after the conference, address the following issues and concerns: (1) epidemiological trends in American Indian and Alaska Native morbidity and mortality, and a general model of stress, coping, and health; (2) specific research needs related to the epidemiology and natural history of alcohol use, and assessment, treatment, and prevention of alcohol abuse; (3) the multifactorial etiology of Type II diabetes among American Indians; (4) current knowledge of mental health and illness of Native Americans, derived from research and service delivery systems; (5) the complex interaction of social, economic, physical, familial, and political factors affecting well-being of older American Indians; (6) the cultural construction of illness and cross-cultural difficulties related to labeling; (7) death and disease patterns of American Indian and Alaska Native children; (8) the Puyallup tribal experience relevant to the Institute of Medicine's recommendation that mental health care be integrated into the roles of primary care practitioners; and (9) the nature and extent of change in Alaska and its effect upon the health of Native individuals and families. Edited records of the discussions that followed each paper offer insight into disciplinary, substantive, and methodological differences on the subject matter. (SV)

ED 326 363 RC 017 909

Pollard, Kelvin; O'Hare, William P.
Population Reference Bureau, Inc., Washington, D.C.
Beyond High School: The Experience of Rural and Urban Youth in the 1980s. Staff Working Papers.
SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- Mar 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Achievement; College Attendance; Followup Studies; High Schools; *High School Seniors; *Outcomes of Education; Rural Areas; Rural Population; *Rural Urban Differences; *Rural Youth; *Social Mobility; Student Characteristics; *Student Development
IDENTIFIERS- *High School and Beyond (NCES)

The deterioration of industries in rural America in the 1980s has placed rural youth in a difficult situation. Those who remain in rural areas face a scarcity of good jobs, while those who leave face competition for employment against better-educated metropolitan youth. A study was conducted to: (1) examine the educational experiences of both metro and nonmetro youth by their senior year in 1980; (2) analyze what had happened to these same seniors six years later in terms of education, income, and occupational status; and (3) determine the impact of migration on the senior class of 1980. Using the data file of the High School and Beyond survey conducted by the U.S. Department of Education, the study determined that metropolitan youth had several advantages over nonmetropolitan youth by their senior year in high school. The 1980 data show that metro seniors were more likely to (1) have well-educated parents; (2) have taken a curriculum that better prepared them for college; and (3) score higher on tests of cognitive skills. Follow-up data from 1986 show that metro seniors tended to: (1) continue formal education; (2) have higher incomes and earnings; and (3) be more likely to work in white-collar jobs than nonmetro seniors. The difference in occupational status was evident at nearly all levels of education. Rural youth have diminished opportunities which have often made a successful transition to adulthood more difficult. Data tables are included in the appendix. (ALL)

ED 326 426 SE 051 788

Morrow, Jean

The Use of Manipulatives, Calculators, and Computers in Selected Kansan Third, Fourth, and Fifth Grade Classrooms.

PUB DATE- 90

NOTE- 15p.; A paper presented at the Mid-Western Educational Research Association (Chicago, IL, October 17-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Algorithms; *Calculators; Computer Uses in Education; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Manipulative Materials; Mathematics Education; *Questionnaires; Teaching Methods

This paper discusses the results of questionnaires sent to principals and teachers on the subject of manipulatives, computer, and calculator availability and use in the classroom. The study was done in order to develop a better understanding of teachers' inservice needs. Results of the study include: (1) most teachers have at least some manipulatives available to them; (2) on average, students use manipulatives about once a week; (3) the most common use of computers is for drill and practice; and (4) the most common use of calculators is for checking paper-and-pencil work. An introduction is followed by a literature review, and by brief descriptions of the methodology, instruments, sample, and procedure. A discussion of the results precedes the general conclusions. Tables listing percentages of availability of manipulatives and student usage time with manipulatives, computers, and calculators are appended. (KR)

ED 326 070 FL 018 997

Hedayet, Nagwa

Some Errors in the Writings of the Intermediate and Advanced Learners of Arabic as a Foreign Language.

PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Arabic; Contrastive Linguistics; Difficulty Level; Discourse Analysis; English; *Error Patterns; Foreign Countries; Higher Education; *Interpretive Skills; Language Patterns; Second Language Learning; *Syntax; Translation; Uncommonly Taught Languages; *Written Language

A study investigated patterns in the apparent syntactic errors of native English-speaking, upper-level learners of Arabic as a foreign language. One hundred writing samples, including summaries, criticisms, and free composition, were gathered from a number of university courses. Error types analyzed included articles, subordinate clauses, two-word vocabulary, active participles, tense and agreement, and word order. It is concluded that by teaching an integral grammar course in composition to intermediate and advanced learners of Arabic, many problems of syntax can be overcome. Some kind of contrastive analysis of functional discourse patterns in Arabic and English should also be considered. (MSE)

ED 326 177 HE 024 085

Schaer, Barbara; And Others

Gender and Race Differences in Achievement, Enjoyment of Academic Subjects and Persistence in Freshmen Engineering Students.

PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Black Students; College Freshmen; *Engineering Education; Higher Education; *Predictor Variables; *Racial Differences; *Sex Differences; Student Attitudes; White Students

This study was developed to investigate differences between black and white freshmen (both men and women) entering engineering programs. Specifically the study determined the relationships between enjoyment of course studied, achievement in those courses, and persistence, as reported by black/white, male/female students entering the engineering curriculum. The study also determined which variables functioned as the best predictors of gender and ethnic origin. Subjects were 511 freshmen orientation students at a large southeastern university. Ten discriminating variables significantly predicting gender included: enjoys language, art/graphics, history, economics, and physics and had high grades in language, physics, history, arts/graphics, and chemistry. The four discriminating variables of ethnic origin were: high grades on languages, total score in persistence, enjoys economics, and high grades in physics. Black males reported significantly more persistence than white males, though the reverse was true for females. 18 references) (JDD)

ED 326 207 IR 014 750

Minnesota Educational Computing Consortium, St. Paul.; Minnesota Univ., Minneapolis. Center for the Study of Educational Technology.

Technology as an Instructional Tool: What We Are Learning. Research Bulletin #3.

PUB DATE- Jun 90

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Abstracts; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Simulation; Computer Software Evaluation; Distance Education; Educational Strategies; Elementary Secondary Education; High Risk Students; Instructional Design; *Instructional Effectiveness; Microcomputers; Program Evaluation; *Teaching Methods; Writing Skills

IDENTIFIERS- Apple Classrooms of Tomorrow

The purpose of this research bulletin is to provide educational decision-makers with empirical data for making informed decisions relative to the integration of technology in schools. Ten expanded abstracts of research studies are included here, each with a background/problem statement, list of study goals, description of methodology, conclusion statement, recommendations, and list of references. The titles of the abstracts are: (1) "Cooperative Learning in Computer-Based Instruction"; (2) "The Effectiveness of the Computer Simulation When Used as a Follow-Up Activity as Compared to Traditional Classroom Follow-Up Activities"; (3) "The Use of Applications Software in Schools: Paint System Image Development Processes as a Model for Situated Learning"; (4) "Computers and Classroom Change: The Teachers' Challenge"; (5) "The Effects of Using a Computer Authoring System on the Quality of Literature Assignments"; (6) "A Research-Based Writing Program for Students with High Access to Computers"; (7) "Helping At-Risk Children Through Distance Tutoring"; (8) "What Happens After ACOT: Outcomes for Program Graduates One Year Later"; (9) "The Evaluation of K-12 Instructional Software: An Analysis of Leading Microcomputer-Based Programs"; and (10) "Effects of Three Sorts of Revisions on Students' Comprehension of History Text." A list of additional resources on research in educational technology and specifications for researchers who may wish to submit abstracts conclude this bulletin. (DB)

ED 326 304 PS 019 069

Carr, Kathryn S.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
How Can We Teach Critical Thinking? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Classification; *Critical Thinking; Elementary Secondary Education; *Reading Skills; Schemata (Cognition); Teacher Responsibility; *Teaching Methods; *Thinking Skills; *Writing Skills
IDENTIFIERS- ERIC Digests

This ERIC Digest discusses three ways in which teachers can create an environment that stimulates critical inquiry: critical reading; writing to learn; and classification games. Critical reading has been defined as learning to evaluate, draw inferences, and arrive at conclusions based on the evidence. Elbow's (1983) writing to learn approach to first- and second-order thinking is based on a two-step writing process involving freewriting that helps students discover what they think about a topic. In this approach, students use reflection to help them logically develop and control a topic. Classification tasks are integral to vocabulary-concept development and the inquiry approach to science. Classification tasks require that students identify attributes and sort into categories according to some rule. These tasks are important for the retention of information in memory. Instead of relying on special courses and texts, every teacher should employ methods such as these to create an atmosphere where students are encouraged to read deeply, question, engage in divergent thinking, look for relationships among ideas, and grapple with real life issues. (RH)

ED 326 320 PS 019 257

Murphy, Miranti Rahaju

Enhancing Mathematics Problem-Solving Skills of Five and
Six-Year-Olds through Explorative Learning Experiences.

PUB DATE- 90
NOTE- 81p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Grade 1; Kindergarten; *Manipulative Materials; *Mathematics Skills; Primary Education; *Problem Solving; *Student Improvement; *Teacher Improvement

A practicum intervention was designed and implemented over an 8-month period for the purpose of enhancing the mathematics-related cognitive and social interaction skills of primary school students in five kindergarten one pre-first, and seven first grade classrooms. Students interacted in group discussions and activities involving interest centers, brainstorming, and deductive reasoning. Manipulative activities were provided. These included cut-and-paste activities, manipulative games, illustrating activities, and charting activities. Teachers shared ideas that enhanced problem-solving activities. Practicum evaluation data indicated that the intervention was effective in improving students' cognitive and social skills in mathematics lessons. Teachers and parents grew in their ability to facilitate mathematics problem solving. Related materials, including sociogram data, checklists for recording observations on children and teachers, a teacher questionnaire, and checklists on lesson plans and behavior in conferences, are included. (Contains 42 references) (RH)

ED 326 410 SE 051 769

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

The Web of Life. Community Study Unit, Grade 3. Teacher Edition, Field Trip Guide for Teachers, and Student Edition.

PUB DATE- 89

NOTE- 103p.; For related documents, see SE 051 766-777.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Ecology; Educational Objectives; *Elementary School Science; Experiential Learning; *Field Trips; *Grade 3; *Interdisciplinary Approach; Primary Education; Science Activities; Science Education; Teaching Guides

IDENTIFIERS- 4Mat System Model; Food Web

The purpose of this community study unit is to introduce third grade students to the concept of the food web and to guide them in an investigation of the interrelationships among living things within a community. In the first section, students examine their own diets, and then extend this examination to the diets of some familiar animals. Classroom activities are provided to demonstrate the way a food chain is expanded to a more complex, interconnected food web. In section 2, the students are presented with the major portion of the content for the unit. The third section consists of a day-long field experience. The final section includes an examination of the data collected on the field trip. Included in this set of documents are an overview, objectives, teacher's guide, a field trip guide for teachers, and four sections of activities. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a student guide to mudflat ecology, a glossary, a discussion of scheduling considerations, and a parent permission form. (CW)

ED 326 443 SE 051 805

Moody, Judith D.; Gifford, Vernon D.

The Effect of Grouping by Formal Reasoning Ability, Formal Reasoning Ability Levels, Group Size, and Gender on Achievement in Laboratory Chemistry.

PUB DATE- 90

NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990). Contains some small type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Abstract Reasoning; Academic Achievement; *Chemistry; Cognitive Development; Cognitive Processes; Cognitive Style; *Cooperative Learning; *Grouping (Instructional Purposes); High Schools; *Laboratories; Problem Solving; Secondary School Science; Sex Differences; Teaching Methods; Thinking Skills

IDENTIFIERS- *Science Achievement

This study investigated the grouping effect on student achievement in a chemistry laboratory when homogeneous and heterogeneous formal reasoning ability, high and low levels of formal reasoning ability, group sizes of two and four, and homogeneous and heterogeneous gender were used for grouping factors. The sample consisted of all eight intact chemistry classes of a medium-sized high school located in a university town in the southeast. Five laboratory experiments were conducted in each class. These experiments were organized to be open-ended so that procedure and work assignments could be determined by the group. The experiments covered the following topics: (1) indirect evidence; (2) density of liquids; (3) physical properties of ionic and covalent compounds; (4) freezing point determination; and (5) classification of common acids and bases. Included in this paper are the introduction and rationale, a literature review, the research protocol, results, conclusions, implications, and recommendations. (KR)

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
On Campus with Women: Volume 19: Numbers 1-4; Summer 1989-Spring 1990.
PUB DATE- 90
NOTE- 49p.; Photographs and light colored ink may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; College Athletics; Court Litigation; Crime; Day Care; Employment; *Females; Higher Education; International Studies; Legislation; Mathematics Education; Minority Groups; Rape; Resources; Science Education; Sex Differences; *Sexual Harassment; *Social Discrimination; *Student Rights; Women Faculty; Womens Athletics; *Womens Education; Womens Studies

Four issues of the newsletter, "On Campus with Women," present information on the status and education of women. The newsletters offer brief news items on the following topics: women and the law; discrimination and the law; employment; legal actions; child care; campus issues; sexual harassment and rape; campus crime; sports; women's studies; gender studies; math and science; working in academe; minority women; international issues; and resources. (JDD)

ED 326 103   HE 024 003

Duronio, Margaret A.; Loessin, Bruce A.
Testing the Conventional Wisdom of Fund Raising Effectiveness in Higher Education Institutions. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; College Presidents; Donors; Entrepreneurship; *Fund Raising; Goal Orientation; Higher Education; *Institutional Characteristics; Leadership; Management Information Systems; Marketing; National Surveys; *Organizational Climate; Personnel Evaluation; *Program Design; *Program Effectiveness; Program Evaluation; Reputation; Trustees
IDENTIFIERS- *ASHE Annual Meeting; Institutional Image

A study of the fund raising program design aspects commonly considered important in fund raising success and the strength of these aspects in institutions with various levels of fund-raising success is reported. The 398 institutions studied include public and private research universities, public and private doctoral universities, public comprehensive universities, and public and private four-year colleges. Fund-raising data from the years 1985-86 through 1987-88 were used to determine institutional success ratings. Development officers were asked to rate the importance of each program aspect to fund-raising success and evaluate each aspect at their own institutions. Program aspects investigated include the donor research system, donor tracking system, management information system, market position analysis, planning and goal-setting, program evaluation, staff evaluation, chief development officer role, chief development officer leadership, close relationship with donors, commitment to excellence, commitment to the institution, entrepreneurial atmosphere, institutional commitment to fund-raising, institutional image defined and well-known, presidential leadership in fund-raising, and trustee participation and support. Results are presented and interpreted. They suggest general agreement on important program aspects, with some differences in perception by institution type. Includes 12 references. (MSE)

ED 326 220 IR 052 719

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference 1988. Division of Special Libraries. Section on Science and Technology Libraries; Section on Art Libraries; Section on Social Science Libraries; Section on Geography and Map Libraries; Division of Contributed Papers.
PUB DATE- Sep 88
NOTE- 211p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Agriculture; Cataloging; Developed Nations; Developing Nations; Foreign Countries; Higher Education; Information Retrieval; *Information Technology; Library Automation; *Library Networks; *Library Role; *Library Science; Newspapers; Online Systems; School Libraries; *Special Libraries
IDENTIFIERS- Research Libraries Group

The 23 papers in this collection include papers on special libraries and miscellaneous contributed papers: (1) "Networking Potentialities and Limitations--Special Library Networks in Socialist Countries--An Overview, and the Main Ways of Perestroika in the Work of Scientific and Technical Libraries at the Present Stage" (D. Schmidmaier & I. Eenmaa); (2) "Networking Potentialities and Limitations--Achievements, Potentialities and Limitations for Library Networking in Europe and North America" (R. Brown); (3) "Networking Potentialities and Limitations in Developing Countries" (C. Lupovici); (4) "The New Trend To Share the Research Materials and Information among National Art Museum Libraries in Japan" (T. Mizutani); (5) "The Art and Architecture Program Committee on the Research Libraries Group" (N. Allen); (6) "MEXICOARTE: A Database, Another Alternative To Study the Art of Mexico" (E. Blasquez); (7) "Automation and Academic Library Structures" (abbreviated version, M. Von Cotta-Schonberg); (8) "The Convergence of Management Attention upon Information: Lessons for Librarianship" (M. Broadbent, & M. Koenig); (9) "Promoting Maps to the Australian Public--Nationwide Map Week" (D. Prescott); (10) "Automated Map Retrieval" (P. Ochman); (11) "Will Your Library Be the Spatial Data Information Center of the Future?" (G. North); (12) "The Importance of Publications from Developing Countries and the Implications for Libraries in Industralized Countries" (E. Seusing); (13) "Supporting the Utility of Retrieval Results" (H. Millonig); (14) "Standards in Patent Office Publications--An Example for the Easier Acquiring of Technical-Scientfic Information" (E. Derday); (15) "Newspaper as a Tool in Educational Research in Nigeria" (L. Aina); (16) "Bibliographic Control of Literature in Research Disciplines in Kenya" (J. Otike); (17) "Literature Data Banks for Institutional Libraries: A Critical Comparison between Conventional Information Media and the Possibilities Offered by EDP-Supported Legal Information Systems in Europe" (G. Kruse); (18) "Health Library Coopreation in Europe: A First Resport" (M. Walckiers); (19) "The Development of a Maori Health Knowledge Base" (G. Prestidge); (20) "The Newspaper in the Community: The 'Age' Information Service as a Supplier of Community and Business Information" (P. Lovell); (21) "Living Together with Microcomputers and Computer Readable Materials in Libraries" (P. Jacso); (22) "Access to Agricultural Information by the Rural Women in Uganda: Present Structure, Problems, and Hopes for the Future" (o. Mutibwa); and (23) "Online Information Services and the Information Needs of the School Community" (L. Clyde). (CGD)

ED 326 233 IR 053 261

IFLA General Conference, 1989. Division of Collections and Services. Open Forum of the Division; Section on Acquisition and Exchange; Section on Interlending and Document Delivery; Section on Serial Publications; Section on Rare and Precious Books and Documents. Booklet 50.

PUB DATE- Aug 89

NOTE- 116p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 50 papers are followed by English translations of three papers not given in English, plus seven additional papers.

LANGUAGE- French; German; English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Archives; Delivery Systems; Foreign Countries; Government Publications; Interlibrary Loans; *Library Acquisition; Library Associations; Library Collection Development; *Library Collections; *Library Cooperation; *Library Services; Public Libraries; *Serials

There are 20 papers in this collection from the Division of Collections and Services: "IFLA Division of Collections and Services" (Hope E. A. Clement); "Divisional Open Forum Reports" ("Section of Acquisition and Exchange" by Ulrich Montag; "Section of Government Information and Official Publications" by Bernadine Abbott Hoduski; "Section on Serial Publications" by Mary Sauer Price; "Section on Interlending and Document Delivery" by Rudolph Frankenberger; and "Section on Rare and Precious Books and Documents" by Richard Landon); "Collaborative Interdependence: The Human Dimensions of the Conspectus" (Paul H. Mosher); "Acquisitions in Sub-Saharan Africa: The Example of the Bibliotheque Nationale of Paris" (French and English versions; Paulette Lordereau); "The International Problem of Differential Pricing for Research Literature" (German and English versions; Rolf Griebel); "Depository System of Storage of Library Collections in the USSR" (Z. P. Sorokina and N. Z. Starodubova); "The Danish Repository Library for Public Libraries" (C. H. Henriksen); "The Problem of the Need" (Maurice B. Line); "Bibliographic Control and Interlending Aspects" (G. Gattermann); "Some Realistic Proposals to Overcome the Financial Barriers to International Document Delivery" (Graham P. Cornish); "Charging for Interlibrary Loans: A Proposal of No Interest?" (Etienne Hustache); "Adopting UNIMARC as a National Format: The Portuguese Experience" (Fernanda Maria Campos); "ISDS (International Serials Data System) Exchange Format" (French and English versions; Slawek Rozenfeld); "Serial Records, International Exchange, and the Common Communication Format" (Peter Simmons); "Forschung in einer Zeit der Sparpolitik und des Biblioteskwandels (Research in a Time of Fiscally Conservative Politics and Transformations of the Library)" (Bernhard Fabian); and "Rare Book Collections under Constraint, a Librarian's Point of View" (Mirjam M. Foot). (SD)

ED 326 351 RC 017 853

Claus, Richard N.; Quimper, Barry E.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report, 1989-90.
PUB DATE- Jul 90
NOTE- 53p.; For 1988-89 report, see ED 311 106.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; Instructional Effectiveness; Instructional Improvement; Mathematics Achievement; *Migrant Education; *Migrant Programs; Pretests Posttests; *Program Evaluation; Reading Achievement; Student Improvement; Supplementary Education; *Test Results
IDENTIFIERS- California Achievement Tests; ECIA Chapter 1 Migrant Program; Michigan State Bilingual Program; *Saginaw City School System MI

This report describes two programs in Saginaw, Michigan, that are designed to meet the special education needs of bilingual and migrant students. The focus of the report is a product evaluation using the results of students' test performance. The Section 41 State Bilingual Education Program and the Chapter 1 Migrant Education Program operated at 21 elementary schools, 4 junior high schools, and 2 high schools. The state bilingual program served approximately 709 students during the 1989-90 school year with reading instruction, instruction in other basic skills, and counseling services. The migrant program, largely in cooperation with the bilingual program, served 775 K-12 students. The California Achievement Tests (CAT) served as evaluation instruments for these students. The attainment of the performance standard by program, subject, and grade is presented. Mean posttest Normal Curve Equivalent (NCE) scores showed improvement over pretest NCE scores. K-12 students were pre- and post-tested to determine their achievement in reading and mathematics, as required by the funding sources. The CAT evaluation also looked specifically at fulfillment of the elementary-level reading comprehension objectives. Test results indicate a bilingual-program increase in the percentage of grade levels meeting reading and mathematics performance standards over the previous year. The migrant results show a decrease from the previous year in reading and an increase in math. The following program improvements are recommended: (1) reduced variations among building sites; (2) better program monitoring; (3) lower student-to-staff ratios; (4) improved consistency in the secondary-level advisor program; and (5) more parent-related activities. The document includes 5 appendices and 17 tables, most of which are found in the appendixes. (TES)

ED 326 378 SE 050 128

National Aeronautics and Space Administration, Washington, D.C.
NASA Information Summaries.
PUB DATE- 88
NOTE- 124p.; Photographs and some small print may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Aerospace Education; *Aerospace Technology; Astronomy; Earth Science; Instructional Materials; Reference Materials; Resource Materials; Satellites (Aerospace); Science History; *Scientific and Technical Information; Secondary Education; *Secondary School Science; *Space Exploration; *Space Sciences
IDENTIFIERS- *National Aeronautics and Space Administration

This document consists of 11 "NASA Information Summaries" grouped together: (1) "Our Planets at a Glance" (PMS-010); (2) "Space Shuttle Mission Summary: 1985-1986" (PMS-005); (3) "Astronaut Selection and Training" (PMS-019); (4) "Space Station" (PMS-008); (5) "Materials Processing in Space" (PMS-026); (6) "Countdown!: NASA Launch Vehicles and Facilities" (PMS-018); (7) "What's New in NASA Aeronautics" (PMS-027); (8) "The Early Years: Mercury to Apollo-Soyuz" (PMS-001-A); (9) "Space Shuttle Mission Summary: 1981-1983" (PMS-003-A); (10) "Space Shuttle Mission Summary: 1984" (PMS-004-A); and (11) "NASA's Wind Tunnels." (PMS-002). These documents focus on the history, developments, and equipment used in the U.S. space program as well as cooperative efforts with other countries from 1958 until 1988. (CW)

ED 326 476 SO 030 445

Vandell, Kathy
American Association of Univ. Women, Washington, D.C.
Restructuring Education: Getting Girls into America's Goals.
PUB DATE- Aug 90
NOTE- 8p.; For related documents, see SO 030 446-447.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational History; Education Work Relationship; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); *Females; Futures (of Society); Minority Groups; *School Restructuring; *Sex Differences; Womens Studies

A consensus on the need for reform in U.S. education has been growing for some time. For the continuing debate to produce effective solutions, the needs of girls, particularly minority girls, must be attended to in this debate and incorporated into plans for restructuring the system. This issue brief presents an overview of the aspects of school restructuring that would affect most directly the educational experiences of girls in the context of the long history of school reform in the United States. A resource list, glossary, and action ideas are included. (DB)

ED 326 131 HE 024 031

Holland, Barbara A.; Berdahl, Robert O.
National Center for Postsecondary Governance and Finance, College Park, MD.

Green Carrots: A Survey of State Use of Fiscal Incentives for Academic Quality. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Policy; Finance Reform; *Financial Policy; Higher Education; *Incentives; *Motivation Techniques; Performance; Policy Formation; *Program Development; Public Policy; Rewards; *State Programs
IDENTIFIERS- *ASHE Annual Meeting

This paper presents data from a 1989 survey of 48 state higher education executive officers regarding the use of fiscal enhancement programs as a strategy to influence higher education performance. The paper reports on the purposes and objectives most often funded through specific incentives, and on the key advantages and disadvantages of this budget tool. Guidelines for structuring or evaluating such programs are suggested. It was found that 32 states had established enhancement programs which could be classified as categorical programs, competitive programs, or incentive programs. While overall budget conditions have led to reduced dollars being channeled to campuses through enhancement programs, the number of programs and the degree of commitment on the part of states to use enhancement funding techniques is increasing. The purposes most often served by incentive programs were economic growth, technology transfer, and applied research. Advantages of the use of enhancement programs are that they make state policy concrete through the mechanism of the budget, are based on performance indicators, reward and encourage meaningful institutional differentiation, and work as change strategies. Among disadvantages are that these programs emphasize short-term goals over long-term planning and distract public attention away from the necessity to adequately fund the base budget. A postscript discusses the formative and summative uses of incentive program results. (16 references) (JDD)

ED 326 147 HE 024 049

Hossler, Don; And Others
The Strategic Management of College Enrollments.
PUB DATE- 90
NOTE- 330p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- *Academic Persistence; Case Studies; College Attendance; *Enrollment; Higher Education; Management Information Systems; *Marketing; Organizational Objectives; Prevention; *Student Attrition; *Student Recruitment
IDENTIFIERS- *Enrollment Management; *Strategic Planning

The book provides an examination of research and practice related to enrollment management at institutions of higher education. Part 1 describes enrollment management in the context of strategic planning and presents four organizational approaches. Part 2 focuses on marketing and student recruitment, while Part 3 considers student retention. Finally, part 4 discusses building comprehensive enrollment management systems. Chapters have the following titles and authors: "Principles and Objectives" (Don Hossler and John Bean); "Strategic Planning and Enrollment Management" (Bean); "Organizational Approaches" (Hossler); "How Students Choose Colleges" (John Braxton); "Marketing in Nonprofit Organizations" (Catherine Clark, Hossler); "Doing Effective Market Research" (Braxton); "Applying Marketing Strategies in Student Recruitment" (Thomas Abrahamson, Hossler); "Case Studies of Successful Marketing in Two Institutions" (Trudy Bers et al.); "Why Students Leave: Insights from Research" (Bean); "Using Retention Research in Enrollment Management" (Bean); "Programs and Activities for Improved Retention" (Robert Thomas); "Successful Retention Programs at Two Institutions" (Faye Plascak-Craig et al.); "Understanding and Designing Information Systems" (Nick Vesper); "Case Study: How Information Systems Support Enrollment Management" (Mariea Noblitt); "Enrollment Management in Action" (Barry Abrams et al.); and "Tailoring Enrollment Management to Institutional Needs: Advice to Campus Leaders" (Bean and Hossler). Includes approximately 180 references. (DB)

ED 326 162 HE 024 066

Noordhoorn, Lennie
AVID: A College Preparatory Program for Underrepresented Students.
PUB DATE- Oct 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; College Bound Students; *College Preparation; Cooperative Learning; *Ethnic Groups; Higher Education; Minority Groups; Program Implementation; Secondary Education; *Tutorial Programs; Writing Across the Curriculum
IDENTIFIERS- *AVID Program; San Diego County Office of Education CA

The AVID program, available at 66 sites in San Diego County (California), prepares students from groups underrepresented in postsecondary education for 4-year college eligibility. Secondary-level students participating in the program are enrolled in a college preparatory sequence of courses and one section of AVID, in which tutor-led study groups provide academic support. The study groups, comprising Latinos, African Americans, Caucasians, Pacific Islanders, and Native Americans, use the inquiry method, collaborative learning, and writing as a tool of learning. This paper describes program staff, training, coordination, connections with University of California at San Diego and the State Department of Education, and program evaluation activities. (JDD)

ED 326 193 IR 014 733

Rodamar, Daniele; Rodamar, Jeffery W.
Education and Technology: Building a Consensus for Change.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Change; *Educational Technology; Federal Legislation; Financial Support; Foreign Countries; *Government Role; Government School Relationship; *Instructional Innovation; Policy Formation; Program Implementation
IDENTIFIERS- California; France; United Kingdom; United States

Although education technologies have had a substantial impact on curricula, teaching, and learning, the overall impact on education has been limited. Evaluative studies of technology in the classroom in California, England, and France, have shown that computers and other new education technologies were embraced initially as viable educational reforms, but lacked the sustained support necessary for their successful continuation. The governments proved to be catalysts for change as political entrepreneurs introduced and defined programs to win support, but costs, complexities, and the need for a strong, broad-based coalition to sustain change overwhelmed the technology revolution. The result has been a cycle of inadequate funding, lack of dissemination and program support, marginalization of the technology, and attenuation of public, professional, and political interest in the programs. The impact of education technologies has been more positive in the workplace, and it is possible that a substantial technological impact on educational achievement will result from policy and practice in the political-market model of innovation. (DB)

ED 326 248 IR 053 354

McClure, Charles R.
Information Management Consultant Services, Inc., Manlius, NY.

The Future of the National Technical Information Service: Issues and Options.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 20 Jan 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Agency Role; *Change Strategies; Government Publications; *Information Dissemination; Information Needs; Information Networks; Privatization; *Program Effectiveness; Public Policy; *Scientific and Technical Information
IDENTIFIERS- Government Printing Office; *Information Policy; *National Technical Information Service; Office of Management and Budget

In recent years there has been considerable debate about the appropriate role, management structure, and activities for the National Technical Information Service (NTIS). This background paper identifies key issues that require attention by Congress and by NTIS itself to increase the effectiveness of NTIS in the collection and dissemination of Federal scientific and technical information (STI). It begins by discussing factors that have affected the development and current status of NTIS, including an ambiguous Federal STI policy system; broad (or non-specific) enabling legislation; limited Congressional oversight; staving off privatization; and competitive and collaborative relationships with other agencies. Underlying assumptions of STI use and dissemination are then outlined and approaches to increasing the usefulness of the technical report literature are discussed. An overview of key policy issues related to the future role of NTIS in the collection and dissemination of Federal STI is presented and these issues are discussed: STI dissemination process; organization of NTIS within the Federal Government; pricing and fiscal management, and internal NTIS concerns. The paper concludes by suggesting options and strategies by which NTIS could improve its operations and its role in linking information services and products to the STI community, including ways in which NTIS could improve its self-sufficiency. (22 references) (SD)

ED 326 262 JC 900 603

Pascal, Charles E.; And Others
Ontario Ministry of Colleges and Universities, Toronto.
Vision 2000: Quality and Opportunity. A Review of the Mandate of Ontario's Colleges and A Summary of the Final Report.
PUB DATE- 11 May 90
NOTE- 226p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; College Planning; College Role; Educational Change; Foreign Countries; Futures (of Society); Governing Boards; Institutional Cooperation; *Institutional Evaluation; *Mission Statements; Needs Assessment; *Organizational Objectives; Planning Commissions; Professional Development; *Statewide Planning; Technical Institutes; Transfer Students; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Ontario

In October 1988, the Council of Regents of Ontario's system of Colleges of Applied Arts and Technology was asked to develop "a vision of the college system in the year 2000." A research and consultation process involving surveys, focus groups, meetings, interviews, and commissioned research papers was undertaken to assess the current status of the system and assure the quality of career education and enhance student opportunities for participation in the future. The final report of the Vision 2000 review includes the following chapters: (1) "Introduction: The Vision 2000 Process," which examines the review process; (2) "The Need for Renewal," which reviews the system's founding mandate, discusses the new system environment, and describes the growth of the system to date; (3) "A Renewed Mandate," which discusses changes in the college system; (4) "Partners in Quality," which reviews the shift away from a job skills orientation towards an emphasis on general education; (5) "Serving Communities: A Diversity of Needs," which discusses access to education for a diverse student population; (6) "Links across and within the Educational Spectrum," which examines student transfer; (7) "Working as a System," which discusses resource sharing; (8) "Investing in College Educators, Curriculum, and Delivery," which recommends ways to enhance development opportunities for all college personnel; (9) "Role of College Boards and the Ontario Council of Regents"; and (10) "Starting Points for Change," which discusses areas for further research. Appendixes include study team membership lists and a summary of the study's recommendations. A separately bound summary of the final report is also included. (GFW)

ED 326 276 JC 910 010

College of Marin, Kentfield, Calif.
Program Review: Staff and Organizational Development, 1989-90.
PUB DATE- Oct 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; Community Colleges; Conferences; *Evaluation Methods; *Faculty Development; Inservice Education; *Management Development; Models; Program Descriptions; Program Evaluation; Program Implementation; Self Evaluation (Groups); *Staff Development; Two Year Colleges; *Workshops

College of Marin (California) is in the process of developing program review models for all of its programs and services. This report presents the results of the first-time implementation of the program review model development for the college's Staff and Organizational Development Program. Covering 1989-90 activities, the report reviews the objectives, implementation, and evaluation of the college's faculty, classified (support) staff, management, and college-wide staff development programs. The following activities and outcomes are highlighted: (1) faculty development activities included a semester-long course and series of workshops on classroom research; three instructional skills workshops; 12 individually funded faculty research and development projects; 33 flex-day (paid leave) workshops covering such topics as teaching abroad and institutional racism; and the establishment of a teaching resource center; (2) classified staff development programs included eight in-house workshops covering such topics as self-esteem, health and fitness, and computer literacy; and 15 off-campus workshops covering such topics as first aid, woodworking, and ethics; (3) management development programs included monthly management workshops, and a workshop on effective cabinet meetings held for cabinet members; and (4) college-wide staff development programs included a newsletter, a holiday dinner dance, and employee appreciation day. The report concludes with an end-of-year evaluation of the overall program and an evaluation of the campus climate. (JMC)

ED 326 290 JC 910 029

Farmington Municipal Schools District 5, N. Mex.; San Juan Coll., Farmington, NM.

Forging Links for the Future: Secondary, Post-Secondary, and Business/Industry Communication, Cooperation, and Coordination. Northwest Regional Articulation Conference (Farmington, New Mexico, November 8-10, 1990).

SPONS. AGENCY- New Mexico Commission on Higher Education.; New Mexico State Dept. of Education, Santa Fe.
PUB DATE- Nov 90
NOTE- 28p.; Conference made possible by a grant from U.S. West.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Educational Planning; *English Curriculum; High Schools; *Language Arts; *Mathematics Curriculum; Program Proposals; Resource Allocation; *School Business Relationship; Statewide Planning; Student Development; Two Year Colleges; Workshops
IDENTIFIERS- Farmington Municipal Schools NM; *New Mexico; San Juan College NM

This report is a summary of presentations and recommendations made by representatives of area public school districts, postsecondary institutions, and businesses who met at San Juan College to engage in an extended discussion about the articulation of mathematics and language arts instruction at secondary and postsecondary institutions in northwestern New Mexico. Each school was represented by a team consisting of a counselor or administrator, an English teacher, and a mathematics teacher. The 3-day conference resulted in a series of recommendations and action plans. Math teachers recommended the following: a statewide articulation conference to revise state-mandated math competencies; testing for math skills competencies in the eighth grade; an increase in area schools' access to computer information network systems; and cataloging and making available math teaching resources at a central location. English teachers recommended the following: establishing an ongoing dialogue among educators, grades K through 14, in English and language arts; identifying outside resources and encouraging grant-writing workshops for English teachers; and using portfolios to assess the language arts competencies of students. Administrators and counselors recommended an increase in dialogue between business and education and the use of a mentoring system to help "at-risk" students. Descriptions of and reports from the conference workshops, lists of proposed actions to be undertaken at each educational level by conference participants, the conference program, and a list of participants are included. (JMC)

ED 326 394 SE 051 753

Mitchell, Judy; Rhyne, Pam

A Comparative Study of the Portrayal of Adults in Elementary Science Textbooks.

PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeastern Association of Teacher Educators (San Antonio, TX, November, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Characterization; Elementary Education; *Elementary School Science; Ethnic Bias; Ethnic Groups; Females; Illustrations; Racial Bias; Racial Differences; Science Education; *Science Materials; Sex Bias; Sex Differences; Sex Role; *Social Bias; *Textbook Bias; Textbook Content; Textbook Research

The textbook is a predominant feature of most classrooms in the United States. Because the textbook is an important aspect of the educational experience, it is essential that the content of the texts be carefully scrutinized. The purpose of this study was to examine and compare the visual portrayal of racial, ethnic, and gender groups in elementary science textbooks published in the 1970s with those published in the 1980s. An instrument was developed to analyze the nature and type of activity engaged in by these groups as well as how often members of these groups were portrayed. Data were collected from three elementary science textbook series published in the 1970s and three from the 1980s. Although in some areas the portrayal of members of racial, ethnic, and gender groups improved to an extent, the results of this study would indicate that the portrayal of members of these groups is inaccurate and inadequate. Included are the methodology, results, and conclusions. (Author/KR)

Hope, Jack
Regina Univ. (Saskatchewan). Faculty of Education.

Charting the Course. A Guide for Revising the Mathematics Program in the Province of Saskatchewan. SIDRU Research Report No. 16.

SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
PUB DATE- Jul 90
NOTE- 326p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Course Content; *Curriculum Development; Curriculum Guides; Curriculum Research; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; *Instructional Development; Junior High Schools; *Mathematics Education; *Middle Schools; Science Curriculum; *Secondary School Mathematics; Technology
IDENTIFIERS- *Saskatchewan

The purpose of this report is to identify changes that need to be made in the Saskatchewan mathematics curriculum and to provide the curriculum writers and advisory committee with sufficient background information to develop a revised program and to evaluate teaching materials currently available. The purpose of Part 1 of the guide is to examine the goals of mathematics education in more detail. Chapters 1 and 2 discuss how the study of mathematics can prepare students to function in society as consumers and employees, and as informed and responsible citizens. Chapter 3 examines the argument that mathematics plays a significant role in developing a liberally educated people: those who can think logically, possess good working habits, and appreciate the cultural and aesthetic merits of mathematics. Chapter 4 concludes Part 1 by examining the effect of technology on the need to include traditional algorithmic knowledge in the mathematics curriculum. The intent of Part 2 is to provide the curriculum writers with a good background in the issues surrounding curriculum development in mathematics and in research related to student understanding of mathematics. Chapter 5 provides an overview and critique of the current elementary and middle years mathematics programs. Chapters 6 through 14 discuss the following mathematical areas as they apply to a revised elementary and middle years program: "Problem Solving"; "Foundations of Number"; "Basic Number Combinations"; "Computational Knowledge"; "Estimation"; "Measurement"; "Geometry and Spatial Sense"; "Data Organization and Analysis"; and "Algebra." A discussion of the current secondary mathematics program is presented in chapter 15 and recommendations for revising the secondary mathematics program are proposed in chapter 16. Included are over 140 references. (KR)

ED 326 459 SO 030 057

Biermann, Melanie; And Others
National Trust for Historic Preservation, Washington, D.C.
Madison, Montpelier and the Constitution: A Field Trip Experience for Students. Middle School Program.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 90
NOTE- 50p.; For the elementary and secondary programs, see SO 030 056-058.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Field Instruction; *Field Trips; *History Instruction; Instructional Materials; Intermediate Grades; Junior High Schools; *Social Studies; *United States History; Videotape Recordings
IDENTIFIERS- *Madison (James); *Montpelier (Madison Home); United States Constitution

The key to a successful field trip is planning. This publication, designed to provide guidelines for the middle school teacher, outlines the step-by-step experience of a visit to Montpelier, the home of James Madison. A prefatory article by constitutional authority A. E. Dick Howard, called "James Madison and the Constitution," provides background information for the teacher. The first step in preparing students for the experience is the showing of an introductory videotape about Madison and his role as chief architect of the U.S. constitution. Scripts for the participatory house tour of Montpelier, called "I Was There!" allow students to meet eight historical figures influential in that time, and to role play one of them during the tour. The second part of the field trip experience concerns rights and responsibilities and focuses on constitutional issues today. Students continue to role play as a Montpelier docent leads a discussion of issues. The entire program is designed to be interactive. An 11-item bibliography is included as are all activity materials (maps, timelines, 10 activity sheets, vocabulary lists, and constitutional highlights). (NL)

ED 326 071 FL 018 998

Soudack, Avi
Ontario Educational Communications Authority, Toronto.
Televised Second-Language Courses for Adults: A Review of Relevant Research. TV Ontario Evaluation and Project Research Report No. 8-1990-91.
PUB DATE- Jun 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; *Curriculum Design; *Educational Needs; *Educational Television; Foreign Countries; Instructional Materials; Language Skills; Marketing; Second Language Instruction; *Second Language Learning; Student Needs; *Telecourses
IDENTIFIERS- *TVOntario

Research pertaining to adult second-language learning from television is reviewed. It is proposed that course design and marketing must begin with considerations of basic factors such as students' needs, nature of the target language, the uses to be made of the language, and the linguistic skills being taught. Decisions can be made best by keeping in mind the linguistic and cultural distances between the student and the target language, and by recognizing the uniqueness of language learning. The review is intended to assist in planning for the acquisition, development, or enrichment of courses. Information is presented under three headings: (1) what is meant by "learning a second language"; (2) learner's needs and backgrounds; and (3) course design. A variety of sources were examined, including TVOntario research reports on adult second-language courses, recent periodical literature on teaching and learning a second language, and related distance education research. Recent television language courses were examined and professionals in the field were contacted. (MSE)

ED 326 088 HE 023 988

Creswell, John W.; And Others
The Academic Chairperson's Handbook.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 90
NOTE- 128p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *Administrator Role; Administrators; *College Administration; *Department Heads; Evaluation Methods; *Faculty Development; Higher Education; *Instructional Leadership; Interpersonal Relationship; Self Evaluation (Individuals); *Work Environment

This book champions the importance of chairing an academic department (or division) and focuses attention on the strategies "excellent" chairs use in building a positive work environment for faculty and releasing individual faculty potential. The framework is based on human, organizational, and career development; systems theory; and interpersonal communications. The "excellent" chairs are 200 individuals on 70 campuses who were nominated by chief academic officers and faculty development specialists. In part I, several difficulties chairs encounter in building a positive work environment for promoting faculty growth and professional development are introduced. A self-assessment inventory is presented, followed by three chapters outlining 15 chair strategies, organized around the themes of chairperson self-development, role as an academic leader, and interpersonal relations with faculty. Part II applies the strategies, first as a series of processes for addressing specific faculty situations and second as a general guide for building a positive work environment. The strategies include: helping newly hired faculty become adjusted; improving the teaching performance of faculty; improving the scholarship of faculty; refocusing faculty efforts; and addressing personal issues. A synopsis of a national project on academic department chairpersons is offered in an appendix. (67 references.) (JDD)

White, Kenneth B.
The Implementation of State-Mandated Program Review: A Case Study of Governance and Decision Making in Community Colleges. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Community Colleges; Decision Making; *Governance; Group Dynamics; Higher Education; Information Transfer; Institutional Characteristics; *Organizational Climate; *Organizational Communication; *Policy Formation; Power Structure; Program Implementation; Teacher Administrator Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Florida

A study examined the governing system in two Florida community colleges in order to better understand the dynamics of policymaking and policy implementation at the two-year college. The study focused on institutional characteristics, specifically communication, and how this may affect state-mandated program implementation. It was found that the communication at Urban Community College reflected the political ramifications of a power struggle between the administration and the faculty union. Administrative efforts to control and manipulate internal communication were matched by union efforts to involve external constituencies, including state officials, in the struggle. Administrators gathered and shared information informally and any attempt to control communication created a high level conflict, thus interrupting the vertical flow of information. Communication at Metropolitan Community College was loosely connected. Formal channels were available but they were not used to move important information or to make key decisions. The use of "trial balloons" and informal negotiation of key issues was commonplace. It was found that neither institution followed clear, well-articulated paths of communication. Emphasis was on appearance of compliance rather than analysis of program performance. Contains 90 references. (GLR)

ED 326 163 HE 024 067

Lindt, Gillian
Council of Graduate Schools in the U.S., Washington, D.C.
Managers, Movers and Missionaries: Who Leads the Graduate School?
PUB DATE- Nov 90
NOTE- 8p.; Paper presented at the Meeting of the Association of Graduate Schools (Minneapolis, MN, September 24, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - Serials (022)
DESCRIPTORS- *Academic Deans; *College Administration; *Graduate School Faculty; Graduate Study; Higher Education; Individual Power; *Leadership
IDENTIFIERS- Columbia University NY

The paper outlines the advantages of fixed term appointments for graduate school deans, discusses the character of decanal leadership, and explores the place of power and authority within leadership. Decanal leadership is described as the process by which deans induce faculty, students, university administrators, and alumni to further the educational goals that embody the shared values and aspirations of the graduate school. Types of leadership roles are described, including manager, mover and shaker, diplomat, and missionary. Ten decanal do's and don'ts are offered, such as "be frugal in your call on faculty expertise," "take advantage of the latent benefits of committee memberships," "define your priorities early and stick to them," and "seek the advice of legal counsel, but treat it as advisory." (JDD)

ED 326 178 IR 014 110

Christie, Nancy; Sabers, Darrell L.

Using Microcomputers To Implement Mastery Learning with High-Risk and Minority Adolescents.

PUB DATE- 89

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 30-April 2, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Computer Assisted Instruction; *Cooperative Learning; Dropout Prevention; *High Risk Students; Intermode Differences; Language Arts; *Mastery Learning; Mathematics Instruction; *Minority Groups; Observation; Pretests Posttests; Reading Instruction; Secondary Education; *Social Influences

IDENTIFIERS- Academic Instructional Measurement System

The setting for this study was a basic education component of a summer youth program designed to increase chances of high risk adolescents, mostly minorities, whose ages ranged from 14-18, to experience more positive academic and employment outcomes. The instructional program used in both experimental and control classrooms emphasized mastery learning of a selected set of mathematics and reading/language arts objectives. Pretests and posttests based on the objectives were developed using the Academic Instructional Measurement System. Of the four sites used, only one was the experimental site where the mastery learning program was implemented using the microcomputer. Quantitative assessment of the experimental program was provided by comparing the effect sizes of the experimental group with the effect sizes of the remaining three sites. Observations were made of the instruction given in the experimental classroom as well as one of the other program sites. The results provide additional evidence of the effectiveness of mastery learning techniques with high risk and minority students. Students at each location made sizeable gains in both mathematics and reading/language arts during a fairly short time period. Although the quantitative results did not show the computer setting to be more effective than the non-computer setting, the qualitative analyses of these two settings revealed educational benefits for high risk students in the computer environment that may not be reflected in a measure of academic achievement. These students demonstrated an increased sense of social integration and bonding, factors that may help to reduce dropout. (16 references) (GL)

ED 326 321 PS 019 258

Volpini, Joyce
The Design and Implementation of a Summer Care Program for School Age Children of Working Parents.
PUB DATE- 90
NOTE- 64p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Elementary Education; *Elementary School Students; *Employed Parents; *Junior High School Students; Middle Schools; Parochial Schools; Program Design; Program Implementation; *Summer Programs

An elementary school administrator designed and implemented a 12-week summer program for school-age children that provided educational, recreational, and cultural opportunities. Each week of activities centered on a specific theme. Recreational opportunities included sports activities, outdoor games, organized indoor games, free play, swimming, bowling, and arts and crafts. Educational situations allowed children to learn about mathematics, language arts, music, and the Bible. Children were given opportunities to learn about other cultures and to explore their own heritage. Field trips were encouraged. Outcome data were positive and program goals were met. Related materials, such as publicity, correspondence, and a parent questionnaire, are appended. (RH)

ED 326 337 RC 017 751

Maine State Dept. of Educational and Cultural Services, Augusta.
Migrant Education Teacher Handbook.
PUB DATE- Jul 89
NOTE- 264p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Information Sources; *Migrant Education; *Migrant Programs; Parent Participation; Program Administration; Program Descriptions; Program Development; Record Keeping; Special Programs; *State Programs; *Teacher Education
IDENTIFIERS- *Maine

This handbook was developed to help teachers in Maine better understand and operate the state's migrant education programs. The document contains six sections describing state migrant education programs and services. In section A, "The Program Year," the following topics are included: program staff; program background and overview; policies and procedures; the Eastern Stream Center on Resources and Training; participation of private school students; school counselor and migrant students; in-service workshops; the first 10 days of school; home visits; and the teacher's schedule. In section B, "Program Basics," the following topics are addressed: teacher job descriptions; getting parents involved; parent consultation; local program objectives; state program objectives; and health program. Under section C, "Record-Keeping," the following topics are treated: records chart; storage of migrant documents; individual records; MSRTS (Migrant Student Record Transfer System) records; and program records. Section D, "Program Accountability," includes: overview of school visitations; monitoring procedures outline information, and a program review checklist; and testing and evaluation information. Section E, "Special Programs," contains materials on the following topics: the "Reading Is Fun" program; world health day; and harvest schools. Section F, "Resource Information," includes the materials on the following: school volunteer programs; Maine information exchange; and scholarships. The document includes many examples of school forms, applications, and resource materials pertaining to migrant education. (TES)

ED 326 364 RC 017 911

Decker, Robert H.; McCumsey, Norman L.

The Iowa Shared Superintendency: The School Board President's Perspective.

SPONS. AGENCY- Iowa Association of School Boards, Des Moines.; University of Northern Iowa, Cedar Falls.
PUB DATE- 90
NOTE- 32p.; Paper presented at the Annual Meeting of the National Rural Education Association (82th, Colorado Springs, CO, October 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Boards of Education; Elementary Secondary Education; Interviews; Program Evaluation; Rural Areas; *Rural Schools; School Administration; School Attitudes; *School Districts; *Shared Resources and Services; Small Schools; *Superintendents
IDENTIFIERS- *Iowa

In Iowa, shared superintendency originated in the 1980s as a response to the agricultural recession of the 1980s which had tightened Iowa's public school finance. Iowa lost 80,000 people through out-migration and about 10,000 fewer births occurred, while the school student population decreased by 181,670 during this same period. While nearly every school district in the state has been touched by these declines, rural areas and smaller schools have tended to lose the greatest percentages of population. To continue to provide high quality educational programs, Iowa schools have initiated changes. Encouraged by state legislative financial incentives, many school districts are currently sharing grades, teaching staff, and administrators. By the 1989-90 school year, the number of districts sharing their principal administrator increased to 102. This paper reports on a study examining the effects of sharing of superintendents by school districts. The basic design of the research was a qualitative study using a structured interview format. The information centered on these areas: (1) the financial motives; (2) the challenges of sharing a superintendent; and (3) lessons learned from the experience. Thirty-one percent of the 83 respondents indicated that there was no advantage associated with sharing superintendents; 69% identified such advantages as cooperative purchasing and coordinating curriculum. Every respondent identified at least three weaknesses associated with the shared position. The most commonly identified weakness was the amount of time it took to manage both districts. This paper contains 20 references. (ALL)

ED 326 379 SE 050 260

Goldenhersh, Barbara, Ed.
Southern Illinois Univ., Edwardsville. Div. of Education.
Seedbed, Numbers 29-31, 1988.
PUB DATE- 88
NOTE- 315p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Mathematics; Foreign Countries; *Learning Activities; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Problem Solving; *Secondary School Mathematics; Teacher Education
IDENTIFIERS- *China

This document consists of three issues of the journal "Seedbed," an outcome of the Teachers' Center Project at Southern Illinois University at Edwardsville (SIUE). Issue Number 29 contains 67 articles on teachers' ideas that they thought worth sharing with other teachers. Issue Number 30 consists of a single paper, "Children and Mathematics in the Land of the Giant Panda," by Andrew M. White, which describes a teacher's perceptions of the Chinese educational system obtained during a 3-week visit. Chapters are: (1) "Introduction"; (2) "General Observations and Impressions"; (3) "Education"; (4) "Themes in Chinese Society and Education"; (5) "Structure of Education"; (6) "Welcome to the Pre-School"; (7) "Primary and Middle Schools"; (8) "Mathematics Curriculum"; (9) "Children's Palaces"; (10) "Teacher Preparation"; (11) "Summary and Conclusions"; and (12) "References and Bibliography." Issue Number 31 contains 32 articles by SIUE students who visited British schools during the summers of 1986 and 1987. (YP)

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Edison Home Community Study Unit.

PUB DATE- 89
NOTE- 70p.; For related documents, see SE 051 766-777.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Objectives; *Elementary School Science; *Field Trips; *Grade 4; *History; *Interdisciplinary Approach; Intermediate Grades; Science Activities; Science Education; Science History; Teaching Guides
IDENTIFIERS- 4Mat System Model; *Florida (Lee County)

History is not merely events that occurred in the past. The past has influenced the present, as the present will influence the future. The purpose of this community study unit is to provide fourth grade students with an opportunity to investigate some of the history of Lee County, Florida. The unit's focus is on Thomas Edison, who built a home in Ft. Myers in 1886. The document includes an overview, objectives, information about Edison, a field trip checklist, and student activities. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a resource guide, worksheets, a pre/posttest, a teacher's guide, games, an outline of the subject areas addressed in this unit, a discussion of scheduling considerations, and parent permission form. (CW)

ED 326 477 SO 030 446

Vandell, Kathy
American Association of Univ. Women, Washington, D.C.
Equitable Treatment of Girls and Boys in the Classroom.
PUB DATE- Jun 89
NOTE- 8p.; For related documents, see SO 030 445-447.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Classroom Communication; *Classroom Environment; Educational Change; Elementary Education; *Equal Education; Federal Legislation; *Females; Males; *Sex Differences; Sex Discrimination; Student Behavior; Teacher Behavior; Teacher Expectations of Students; *Teacher Student Relationship; Womens Studies
IDENTIFIERS- Title IX Education Amendments 1972

Sex discrimination in education has been prohibited by federal legislation since Title IX of the Education Amendments of 1972 was signed into law. Title IX and other federal legislation have increased women's access to education, yet sex differences in educational preparation and occupational choice persist. This issues brief discusses various theories about the causes of sex differences in academic performance, reviews recent research on sex differences in classroom interaction, and suggests ways to change stubborn patterns of sex discrimination. A resource list is provided. (DB)

ED 326 208 IR 014 752

Bosco, James
An Analysis of Evaluations of Interactive Video.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the International Conference on Computers and Education (5th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Adult Education; *Computer Software Evaluation; *Evaluation Criteria; Formative Evaluation; Higher Education; Hypermedia; Instructional Design; *Interactive Video; *Research Methodology; Secondary Education; *Student Attitudes

This review of evaluations of interactive video completed from 1985 to 1989 includes only those evaluations that pertain to the instructional use of interactive video, are included in a database, and are in the public domain. Examination of 19 evaluations reveals that many of them were conducted over brief amounts of time, and that the programs being evaluated were not adequately described. Results on attitude were generally positive, whereas results on achievement were mixed. It is easier to achieve positive data on attitude since many individuals are impressed by the mechanism and characteristics of interactive video equipment. Mixed results on achievement can be attributed to the many possible variations in the wide range of design characteristics for interactive video which render any kind of general statement about achievement invalid. Formative evaluation continues to be an important need in the design of interactive video. Finally, interactive video allows an individual to select and sequence instruction in a way that is meaningful to him or her. Such learning is usually non-sequential and non-linear, and requires a fundamental change in approach to designing instruction. Information on the 19 individual reviews is summarized in tabular format. (DB)

ED 326 305 PS 019 070

Bredekamp, Sue; Shepard, Lorrie
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Protecting Children from Inappropriate Practices. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Development; *Decision Making; Early Childhood Education; Educational Policy; *Educational Practices; Guidelines; Policy Formation; *Program Development; Program Evaluation; School Entrance Age; *Standards; Student Placement
IDENTIFIERS- *Developmentally Appropriate Programs; ERIC Digests

Suggestions for early childhood educators on how to provide developmentally appropriate practices and teaching methods are offered. Suggestions concern: (1) making decisions about entrance and placement; (2) evaluating a program's accomplishment of goals; (3) planning and individualizing curriculum and instruction; and (4) promoting appropriate policies. It is argued that the early childhood profession must agree on issues of developmentally appropriate practices; act to influence policy; and articulate standards for appropriate practice in the form of guidelines for curriculum content and assessment for prekindergarten through third grade classes. (RH)

ED 326 444 SE 051 806

Gardner, Catherine; And Others
The Effects of CAI and Hands-On Activities on Elementary Students' Attitudes and Weather Knowledge.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cognitive Development; *Computer Assisted Instruction; *Elementary School Science; *Experiential Learning; Grade 3; Instructional Materials; Meteorology; Primary Education; *Science Activities; Science Education; *Student Attitudes; Teaching Methods; Weather

The purpose of this study was to determine if a combination of computer assisted instruction (CAI) with hands-on science activities would significantly enhance students' abilities in the cognitive and affective domains. The study consisted of three treatments. Treatment one (47 students) included a hands-on activities emphasis. A second treatment (46 students) included the hands-on activities in combination with the Weatherschool software program. The Weatherschool Meteorology program was selected because of its compatibility with the local science curriculum topics, appropriate grade school reading level, and its flexibility to be integrated within the curriculum. The third treatment (21 students) did not contain either hands-on activities nor CAI, but employed more text-based learning. Hands-on activities appeared to increase scores from pretest to posttest. Included in this paper are the introduction, the methodology, results, summary, and implications. (KR)

ED 326 104 HE 024 004

Dey, Eric L.

Dimensions of Faculty Stress: Evidence from a Recent National Survey. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; Black Teachers; Church Related Colleges; *College Faculty; Comparative Analysis; Full Time Faculty; Higher Education; *Institutional Characteristics; National Surveys; Nontenured Faculty; Private Colleges; Public Colleges; Selective Colleges; Sex Differences; *Stress Variables; *Tenure; Two Year Colleges; Whites
IDENTIFIERS- *ASHE Annual Meeting

A study of college faculty stressors attempted to address limitations in previous research by extending the variables measured to include both on- and off-campus sources of stress and by testing the implicit assumption that all faculty perceive the same dimensions of stress, albeit at different levels. Data were drawn from a 1989-90 national survey of 93,479 full-time faculty in 400 institutions. From this total, 51,574 usable responses were received, a number which was later refined down to 35,478 full time faculty and 392 institutions. This total was then divided into 8 groups, from each of which a random sample of 491 was drawn yielding a final sample size for this study of 3,928. Faculty variables considered include tenure, sex, race (white or non-white), institutional selectivity (low, medium, high), and sector (private, public, non-sectarian, Catholic, Protestant, and two- and four-year). Results indicate that different groups of tenured faculty perceive varying levels and dimensions of stress. The largest differences across groups were found in "subtle discrimination." It was also found that men and women perceive household responsibility stress similarly, although men express it less frequently. Methodological implications for stress research are considered. The findings' implications for institutional policy include differential faculty development emphases and a need for increased and more creative institutional efforts at stress reduction. Includes 14 references. (MSE)

ED 326 148 HE 024 050

Ochoa, Anna S., Ed.
Academic Freedom; To Teach and To Learn: Every Teacher's Issue.
PUB DATE- 90
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; Case Studies; *Censorship; Community Involvement; *Controversial Issues (Course Content); *Court Litigation; Educational Environment; Freedom of Information; Higher Education; *Intellectual Freedom; Moral Issues; Parent Participation; Political Influences; Professional Autonomy; *Teacher Rights; Values

The five chapters of this book on teachers' need and responsibility to prepare themselves for criticisms and attacks on their teaching methods and materials deal with the scope of censorship issues, the significance of academic freedom, recent judicial rulings, school-community tensions, and case studies of censorship cases. The first chapter, "Child Abuse in the Hate Factory" (Edward Jenkinson), describes tactics used by critics of public education to create dissatisfaction among parents and to encourage people to challenge books, courses, and teaching methods. The paper lists 50 aspects of public education targted at one time or another by schoolbook protesters. Chapter 2, "The Significance of and Rationale for Academic Freedom" (Jack Nelson), discusses the professional and social significance of academic freedom, teacher competence necessary for academic freedom, some problems, and some needed improvements. The chapter called "Academic Freedom: What the Courts Have Said" (John Strope, Jr. and Cathy Broadwell), focuses upon cases where public school teachers went to court arguing for their right to academic freedom and other cases offering insights into teachers' rights. Chapter 4, "Academic Freedom and Community Involvement: Maintaining the Balance" (Arnold Fege), discusses social and demographic changes contributing to censorship tensions and argues that parents involved in their children's education should not impose their own values by narrowing the content of the educational program. The fifth and final chapter, "Lessons Learned from Three Schoolbook Protests" (Edward Jenkinson), outlines myths about schoolbook protests and describes three Indiana experiences. An appendix prepared by Janet Jones includes "The Typical Censorship Scenario," "Six Case Studies with Helpful Tips," "Countering Far Right Tactics," "Generic Materials Selection," and "Survival Tips." References accompany each paper. (JDD)

ED 326 194   IR 014 734

Fletcher, J. Dexter
Institute for Defense Analysis, Arlington, Va.
Effectiveness and Cost of Interactive Videodisc Instruction in
  Defense Training and Education. IDA Report R2372.
SPONS. AGENCY- Department of Defense, Washington, D.C.
PUB DATE- Jul 90
NOTE- 120p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology;
  Higher Education; Industrial Training; *Instructional
  Effectiveness; *Interactive Video; Intermode Differences; Media
  Research; *Meta Analysis; *Military Training; Simulation; Teaching
  Methods

In response to Congressional direction, a quantitative, analytical review (a meta-analysis) was completed of interactive videodisc instruction applied in Defense training and in the related settings of industrial training and higher education. Over all instructional settings and applications, interactive videodisc instruction was found to improve achievement by about 0.50 standard deviations over less interactive, more conventional approaches to instruction. This improvement is roughly equivalent to increasing the achievement of students at the 50th percentile to that of students currently at the 69th percentile. An improvement of 0.38 standard deviations was observed across 24 studies in military training (roughly an increase from 50th to 65th percentile achievement). An improvement of 0.69 was observed across 14 studies in higher education (roughly an increase from 50th to 75th percentile achievement). Interactive videodisc instruction was more effective the more the interactive features of the medium were used. It was equally effective for knowledge and performance outcomes. It was less costly than more conventional instruction. Overall, interactive videodisc instruction demonstrated sufficient utility in terms of effectiveness, cost, and acceptance to recommend that it now be routinely considered and used in Defense training and education. (86 references) (Author/DB)

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference, 1989. Division of Management and Technology. Section on Conservation; Section on Information Technology; Section on Library Buildings and Equipment; Section on Statistics; Round Table on Audiovisual Media; Round Table for the Management of Library Associations. Booklet 60.

PUB DATE- Aug 89
NOTE- 127p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 60 papers are followed by English translations of two papers not given in English, plus five additional papers.
LANGUAGE- French; English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Archives; Copyrights; Foreign Countries; *Information Technology; Library Administration; *Library Associations; Library Education; Library Expenditures; *Library Facilities; Library Materials; *Library Statistics; *Nonprint Media; Office Automation; *Preservation; Staff Development

There are 15 papers in this collection from the Division of Management and Technology: (1) "Les Activites de formation dans les centres regionaux du Programme PAC" (Training Activities in the Regional Centers of the Preservation and Conservation Program) (Jean-Marie Arnoult); (2) "Professional Education for Preservation: An Overview" (John Feather); (3) "Needs for Standards in Office Automation" (Axel Wiesner); (4) "Message Handling Systems Electronic Data Interchange: An Introduction to Converging for Electronic Messaging" (Leigh Swain); (4) "The Future Capital Funding of Library Buildings" (David C. Weber); (5) "A Flexible Learning Environment: Library Resource Centres for the Twenty-First Century" (Lois Woods); (6) "Statistics and Evaluation in French University Libraries" (French and English versions; Pierre Carbone); (7) "Library Statistics--For What Purpose?" (Morten Laursen Vig); (8) "Update on Videotechnology in Libraries" (French and English versions; Isabelle Giannattasio); (9) "Management and Organisation of Video in Libraries" (Patsy Cullen); (10) "Copyright in Audiovisual Materials" (P. T. McNally); (11) "The Status and Social Prestige of Library and Information Profession: An International Survey" (Ibolya Billedi); (12) "Image of the Librarian/Information Professional: A Special Libraries Association Presidential Task Force" (Frank Spaulding); (13) "Values, Priorities, and Research Allocations in Libraries and Information Centers" (M. E. L. Jacob); (14) "Statistics, Management, and Automation" (Barton M. Clark); and (15) "Librarianship in Support of Scholarship" (Raymond A. Palmer). (SD)

ED 326 249 IR 053 355

McClure, Charles R.; Hernon, Peter
Information Management Consultant Services, Inc., Manlius, NY.
Use of Census Bureau Data in GPO Depository Libraries: Future Issues and Trends. Final Report.
SPONS. AGENCY- Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jun 90
NOTE- 152p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Change Strategies; *Depository Libraries; *Government Publications; *Information Dissemination; *Information Storage; Information Technology; Program Evaluation; Technological Advancement; Users (Information)
IDENTIFIERS- *Census Data System

A discussion piece to assist the U.S. Bureau of the Census in planning for the effective use and dissemination of future census data and products in the Government Printing Office's Depository Library Program (DLP), this report identifies key issues that may affect the role of the DLP in providing the public with access to Census Bureau data. The report discusses likely trends that will affect the effectiveness with which the DLP provides access to Census Bureau services, and describes a range of possible scenarios for the dissemination of Census Bureau data and services that will influence the DLP. A concise descriptive listing of key issues and policy questions that require debate and discussion in the professional community is provided. The report focuses on eight issue areas: (1) future technologies for exploiting Census Bureau data; (2) the rate of absorption of new technologies by depository libraries; (3) space considerations for storing Census documents over time; (4) use of paper as a preferred medium for the data; (5) use of other media as storage devices; (6) how the structure of the DLP may affect the dissemination of Census data; (7) trends in the usage of Census data; and (8) the feasibility of more research in the patterns of use of the data. Appended materials include a questionnaire used at a meeting of the Depository Library Council to the Public Printer and a paper, "Future Information Technology and Dissemination Trends: A Literature Search and Analysis" (Nancy R. Preston). (6 figures; 88 references) (SD)

ED 326 277 JC 910 011

Ramirez, Kevin M.
California Association of Community Colleges, Sacramento.

Economic Development and the Role of Community Colleges: Contract Education in Review.

PUB DATE- Nov 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Role; *Community Colleges; Cooperative Programs; *Economic Development; Educational Needs; *Job Skills; *Job Training; *Labor Force Development; Private Financial Support; Questionnaires; *School Business Relationship; State Surveys; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

Many California community colleges are accepting the challenge of their vital role in economic development through contract education (i.e., the process of entering into partnerships with business, government, and industry at the work site to assist employer training). Employer-based education and training is generally contracted in one of six ways: (1) employer-funded credit courses not open to the public and referred to as "closed credit"; (2) average daily attendance (ADA) funded credit courses open to the community at large; (3) certificate or degree programs offered on a closed credit or ADA basis; (4) not-for-credit customized training funded by the employer; (5) special topic or umbrella courses; and (6) non-credit offerings funded at a reduced ADA rate. In a study of contract education conducted by the San Bernardino Community College District, 107 California community colleges were contacted to gather information regarding the age of the program, number of contracts, enrollment, kinds of offerings, faculty participation and compensation, collective bargaining, advantages, and disadvantages. Responses from 89 colleges (84%) revealed that the majority of the programs were less than 5 years old, served less than 15 businesses, enrolled less than 300 students, and were staffed by full-time faculty. Cited benefits for the colleges included enhanced faculty and curriculum development and increased income, while the benefits for business included cost effective and convenient quality education and training. Detailed survey results and the survey instrument are appended. (JMC)

ED 326 322 PS 019 259

Jenkins, Patsy S.
Improving Academic Achievement of High Risk Students in First Grade through Early Identification and Diagnosis.
PUB DATE- 90
NOTE- 98p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; *Educational Diagnosis; *Elementary School Students; Grade 1; *High Risk Students; *Identification; Parent Participation; Primary Education; Program Design; *Student Improvement

This practicum intervention was designed to increase the academic success of potentially at-risk first graders and train teachers to identify such students. Objectives were to: (1) improve teachers' ability to accurately identify first graders at risk for failing first grade; (2) help parents become knowledgeable about working with at-risk students at home; and (3) increase students' readiness for achievement in first grade. In-service workshops were provided for parents, teachers, and volunteer tutors. Participants had the opportunity to share teaching strategies and techniques, and to use materials that were useful with at-risk students in school and at home. Students were grouped according to deficiencies and provided with activities that addressed their needs. A major element of the intervention was the whole language approach. Practicum evaluation data indicated that outcomes of the intervention were positive. Teachers could successfully identify at-risk students; students showed significant gains in readiness skills; and parent involvement improved. Numerous materials, such as a list of first grade readiness criteria, a parent handbook, outlines of student-parent activities, data, and forms, are provided. (RH)

ED 326 352 RC 017 879

Reck, Carleen
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Successful Instructional Practices for Small Schools. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Classroom Techniques; Cooperative Learning; Educational Strategies; Elementary Secondary Education; *Instructional Improvement; Rural Schools; School Size; *Small Schools; Teacher Expectations of Students; *Teaching Methods
IDENTIFIERS- *Collaborative Learning; ERIC Digests

This digest presents recent findings about effective instructional practices for classroom teachers in small schools. In terms of instruction, small schools have two characteristics: a broader scope of teacher responsibilities and more instructional levels per classroom. Teachers in small schools have the opportunity to develop the student as a learner and to include collaborative learning experiences. Learning is the combined result of many variables; some are under the teacher's control and have strong effects on students' behavior, attitude, and achievement. These teacher-controlled variables include: (1) high expectations; (2) management and planning skills; (3) learning-oriented classrooms; (4) success rate; (5) appropriate learning activities; (6) engaged time; and (7) effective questioning. The typical small school classroom tends to have students with a broad range of age, knowledge, and experience, and students who attend small schools often approach each other for help and learn by teaching each other. Collaborative learning can provide a way to capitalize both on students' variety and their cooperative spirit. Collaborative learning may be used to: (1) focus on multiple ways to solve problems; (2) involve students in goal setting and self-monitoring; (3) produce positive effects through peer interaction, cooperation, and communication; and (4) organize groups to incorporate contributions of each student. Supporters of the collaborative classroom value heterogeneous student grouping; others hold the view that homogeneous grouping for instruction is sometimes necessary. This digest contains 10 references. (ALL)

ED 326 395 SE 051 754

Schlenker, Richard M.
Dependents Schools (DOD), Washington, DC. Pacific Region.
Why Kites Fly. Teacher Background for DSO for DoDDS Japan Day with Kites.

PUB DATE- Nov 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Flow; *Aviation Education; Elementary Education; *Elementary School Science; Force; Motion; *Physics; Science Education; Science Instruction; Scientific Literacy; *Scientific Principles
IDENTIFIERS- *Kites

This paper discusses the physical principles behind the flying ability of both kites and airplanes. This background material was developed for a program in which a Japanese kite maker conducts kite making and flying classes in the Japan School District Elementary Schools of the Department of Defense Dependents Schools (DoDDS), Pacific Region. The two principles critical to understanding why kites fly are an understanding of Newton's Law and Bernoulli's Principle. While other factors such as the friction between the air particles moving over the flying surface and the material comprising the flying surface are important, these two factors explain the major components of lift and therefore the major reasons kites fly. (KR)

ED 326 460 SO 030 058

Biermann, Melanie; And Others
National Trust for Historic Preservation, Washington, D.C.
Madison, Montpelier, and the Constitution: A Field Trip Experience for Students. Secondary Program.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 90
NOTE- 54p.; For the elementary and middle school programs, see SO 030 056-057.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- Class Activities; *Field Trips; *History Instruction; Learning Activities; Role Playing; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Madison (James); *Montpelier (Madison Home); United States Constitution

The life of James Madison, the "Father of the Constitution," and his role in U.S. history are discussed in this guide to an educational program designed to acquaint students with Madison prior to a class field trip to his home, Montpelier. An essay on Madison and the Constitution is included, as well as a vocabulary list, a historic timeline, and a selected bibliography. The guide to the participatory house tour of Montpelier, "I Was There!," is designed to allow students to meet, through role-playing situations, eight people who influenced Madison's life and political principles. A cast of characters and scripts to be used in this exercise are included in the document. Ten activity sheets, and appendices containing highlights from the Constitution and Bill of Rights also appear. All scripts, vocabulary lists, timelines, maps, activity sheets, and Constitutional materials for students are provided. Details for arranging a field trip to Montpelier also are included. (DB)

ED 326 132 HE 024 032

McCormick, Alexander C.

Mobility of Educational Expectations: The Effect of Community Colleges. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Academic Persistence; Career Change; Colleges; *Community Colleges; Comparative Analysis; Educational Change; Educational Mobility; Higher Education; *Student Attrition; *Student Educational Objectives; Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting; High School and Beyond (NCES)

This paper analyzes changes in educational aspirations and related constructs as an approach to understanding student careers. It explores the effects of beginning postsecondary education in a two-year college versus a four-year college/university, after controlling for background characteristics (gender, race/ethnicity, socioeconomic status, and measured ability), initial educational goal commitments, and secondary and postsecondary program and performance. Data were drawn from the senior cohort of the "High School and Beyond" database, involving a sample of 2,894 students. Logit model results indicate that beginning postsecondary education in a two-year college increases the likelihood of a downward adjustment in expectations, and that this effect is most pronounced among those initially anticipating graduate study. Includes 30 references. (JDD)

ED 326 478 SO 030 447

Gehshan, Shelly; And Others
American Association of Univ. Women, Washington, D.C.
College Admissions Tests: Opportunities or Roadblocks?
PUB DATE- Jun 88
NOTE- 6p.; For related documents, see SO 030 445-446.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Admission Criteria; College Admission; *College Entrance Examinations; Educational Policy; *Equal Education; *Females; Higher Education; Males; Sex Bias; Sex Differences; *Sex Discrimination; *Standardized Tests; Womens Studies
IDENTIFIERS- *Scholastic Aptitude Test

Recent research shows that the Scholastic Aptitude Test (SAT) systematically underestimates girls' ability to succeed in college, and suggests that this is because of a subtle pervasive bias in the construction of this and most other standardized tests. This issue brief reviews the research on gender bias in college admissions testing and the impact of test bias on girls, discusses the function of testing in U.S. society, and suggests some alternatives for addressing this problem. (DB)

Virkkunen, Anu
The Life of a Test or Can a Discrete-Item Test Measure a Construct?
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affixes; Comparative Analysis; *Construct Validity; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; *Reading Comprehension; Second Language Instruction; Test Construction; *Test Format
IDENTIFIERS- *University of Helsinki (Finland)

A study investigated whether or not a discrete-item test of English affixes could be used to measure second language reading comprehension. Subjects were 1,254 mostly first-year university students in four academic departments studying to pass the first half of a foreign language requirement, an English reading comprehension test. Results from two affix tests were compared. The first was the test in use at the University of Helsinki (Finland) for a period of years. The second test was designed for the experiment, based on material covered in the course, developed by a non-native English-speaker, edited by a native speaker, and revised after early trials. The original test was administered in September 1986, the second in December 1986, both with other reading comprehension measures. Analysis of results indicates that the two tests were internally consistent, and that the affix tests correlated more closely with cloze than with multiple-choice or open-ended questions. However, the results also showed that the two consecutive but different affix tests were not equally valid. Because of experiment limitations, further research is recommended. The tests are appended. (MSE)

ED 326 164 HE 024 069

Nebraska Univ., Omaha. Educational and Student Services.
Quality of Academic Advising at UNO: Results of Student and Faculty Surveys.
PUB DATE- Apr 88
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; College Faculty; College Students; Faculty Advisers; Helping Relationship; Higher Education; Interaction; *Participant Satisfaction; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *University of Nebraska Omaha

This report presents the results of a student/faculty survey on the academic advising process at the University of Nebraska at Omaha, and highlights issues in improving the advising process. The survey included 195 recent graduates, 269 existing students, and 207 faculty and professional advisors. The study found that 70.8% of students were satisfied or very satisfied with the academic advising services provided. Students felt, however, that there was little effort from advisors or faculty to get to know them as individuals. Based on research that student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other student or institutional characteristic, it is concluded that ways to encourage greater personal contact between faculty and students should be found. (Includes five references). (JDD)

ED 326 221 IR 052 720

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference 1988. Division of Regional Activities. Sections on: Asia and Oceania; Africa; Latin America and the Caribbean; Australia.

PUB DATE- Sep 88

NOTE- 92p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; *Bookmobiles; Computers; Delivery Systems; Developed Nations; Developing Nations; Foreign Countries; Government Role; Higher Education; *Information Sources; Interlibrary Loans; *Library Cooperation; *Library Networks; *Public Libraries; Publishing Industry; *Shared Resources and Services

The eight papers in this collection focus on library activities in various geographical regions, e.g., Asia, Oceania, Africa, Latin America, the Caribbean, and Western Australia: (1) "Future Approaches and Prospects of Computerised Information Network among the Countries of South Asian Association for Regional Cooperation (SAARC)" (Abdullah Mostafa & M. Khan, Bangladesh); (2) "Australian Resource Sharing in Asia and Oceania--ABN (Australian Bibliographic Network), ACPAD (Australian Centre for Publications Acquired for Development), and BISA (Bibliographic Information on Southeast Asia)" (W. Linklater, E. Flowers, P. Watters, N. Cross, & A. Horton, Australia); (3) "Report of the Activities of the Regional Section for Asia and Oceania, 1987-1988" (J. S. Soosai, Malaysia); (4) "Resource Sharing in Southeast Asian Materials in Singapore" (Alice Loh, Singapore); (5) "Book Publishing and Distribution in East Africa" (Henry Chakava); (6) "Cooperation in the Area of Documentary Information for the Development of Latin America and the Caribbean: Basic Questions, Project Analyses, and Proposals" (Neusa De Macedo, Brazil); (7) "Mobile Libraries: The Western Australian and Northern Territory Experience" (Ron Davis, Australia); and (8) "The Wagon Is the Thing" (Martin Field, Australia). (CGD)

ED 326 263 JC 900 607

Robinson, David G.

The Modern Community College President: As Seen By A Veteran.

PUB DATE- 22 Apr 90

NOTE- 14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (70th, Seattle, WA April 22-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; Administrator Responsibility; *College Presidents; College Role; *Community Colleges; Fund Raising; *Institutional Advancement; *Private Financial Support; Public Relations; Two Year Colleges

Recent research and literature on community college presidents indicate a common personality profile (i.e., they are hearty, frank, decisive, leaders, usually good at reasoning and public speaking, and often more positive and confident than their experience warrants). In addition, common problems characterize the work of college presidents (e.g., constraints on presidential discretion, problems of assessing performance, and no consensus on the purpose of higher education). In the 1960's, the community college president typically had no training in the community college at the university level; very little experience with the community colleges; and little training and experience in handling today's concerns. These presidents did not readily or willingly get involved with institutional advancement because competition for students was not too heavy; public funding was adequate if not overwhelming; public relations activity was considered to be self-serving; fund raising was something only private schools did; and the presidents were very uneasy in the role of fund raiser. The current community college president has no option but to become involved in institutional advancement. The image and philosophy of the community college has changed, and the new image and expanded philosophy need to be promoted in the community. The president is now the point person in all areas of institutional advancement, providing the commitment which makes things happen. (JMC)

ED 326 291 JC 910 030

Kirkland, Travis P.
Planning Major Curricular Change.
PUB DATE- 8 Jan 91
NOTE- 16p.; Paper presented at the National Conference on Administrative Leadership in Community Colleges (Orlando, FL, January 6-9, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; College Planning; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; Decision Making; *Educational Change; Feedback; Military Training; *Models; *Organizational Change; Program Development; Resistance to Change; Two Year Colleges
IDENTIFIERS- Reserve Officers Training Corps

Decision-making and change models can take many forms. One researcher (Nordvall, 1982) has suggested five conceptual models for introducing change: a political model; a rational decision-making model; a social interaction decision model; the problem-solving method; and an adaptive/linkage model which is an amalgam of each of the other models. Another researcher (Pfnister, 1971) argued that institutions actually use three curricular planning models: a model in which changes are introduced incrementally; a model in which the mere presence of quality faculty and students will "cause" curricular change; and a systems planning model which considers the systemic impacts of change across the institution. An analysis and decision model resembling Nordvall's adaptive/linkage model and Pfnister's systems model was used to guide curricular changes for a Reserve Officer Training Corps summer program. The program review followed criticism by faculty and students that course sequencing was illogical. A committee of instructors, administrators and other "experts", examining key logistical, personnel, and cultural factors of the instructional environment, developed several potentially acceptable solutions, termed "courses of action" (C/A). Following extensive discussion, a final C/A was accepted for implementation and detailed program development followed. A curriculum/program assessment plan was also introduced involving feedback from supervisors and students. As a result of these program development efforts, resource demand was reduced and instruction was presented in a logical sequence. A flow-chart diagram of the curriculum change model is included. (JMC)

ED 326 306 PS 019 099

Nightingale, Elena O.; Wolverton, Lisa
Carnegie Council on Adolescent Development, Washington, DC.

Adolescent Rolelessness in Modern Society.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 88
NOTE- 31p.; For related papers, see ED 302 619, ED 323 017-023, and ED 325 206-208. Paper presented at the Meeting of the American Medical Association (Chicago, IL, May 12-14, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Demography; *Disadvantaged Youth; *Intergenerational Programs; Intervention; *Maturity (Individuals); Self Esteem; *Social History; Social Problems; Working Class; *Youth Programs
IDENTIFIERS- Role Preparation

Adolescents must be viewed as social assets even though there is reason to be concerned about the problems they present to society. Initial discussion relates difficulties adolescents face, problems with adults' perceptions of adolescents, differences in the difficulty of transition to adulthood for youth in different social classes, and the particularly precarious situation of disadvantaged minority youth trying to make the transition. Subsequent discussion focuses on adolescents' lack of civic responsibility. This problem can be addressed by youth services programs and programs involving adolescents in helping relationships with adults who are able to become mentors and role models. Additional recommendations on meeting adolescents' needs focus on the need for employment programs, for restructuring of dysfunctional schools, for flexibility by businesses in hiring high school graduates, and for simplification of voter r[illegible]ation procedures. The responsibility of the health professio[illegible] ne role of religious institutions in meeting adolescents' n[illegible] sketched. The reorientation of youth organizations to meet [illegible] changing needs of adolescents, and to increase the commitment of adults to this age group, is considered. (RH)

ED 326 338 RC 017 753

Brighton, Deb; Northup, Jim

Vermont League of Cities and Towns, Montpelier.; Vermont Natural Resources Council, Montpelier.

The Tax Base And The Tax Bill. Tax Implications of Development: A Workbook.

SPONS. AGENCY- Windham Foundation, Inc., Grafton, VT.

PUB DATE- Sep 90

NOTE- 100p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Assessed Valuation; Community Development; *Community Planning; Educational Finance; Fiscal Capacity; Land Use; Municipalities; *Property Taxes; Rural Areas; School Funds; School Taxes; Tables (Data); *Tax Effort; *Tax Rates

IDENTIFIERS- Small Towns; *Tax Bases; *Vermont

The property tax base in Vermont's towns are overburdened as property taxes are usually the only funding method available to finance schools, police departments, highway work, recreation programs, and government in general. Attempting to offer their citizens a balanced program of services without exorbitant taxes, local officials are striving to increase the tax base by enticing developers to locate within their town boundaries. While officials may be considering the tax consequences of new development, some Vermonters are complaining of inappropriate land use decisions, which they attribute to the quest for increased tax bases. Each town's situation is different, and the impact of a development on the tax rate depends on many factors including the type of development, the capacity of the existing municipal and educational infrastructure, the services necessitated by the development, the services desired by the voters, and the role of state aid to education. Designed for estimation and planning in small towns, this workbook was prepared to help public officials and citizens in Vermont to project the direct costs and revenues associated with proposed developments in their towns and to estimate the effect on the property tax rate. The workbook contains step-by-step explanations, detailed tables of data, and worksheets to estimate changes in capital and operating costs and changes in the tax rate. A list of useful references and groups that can help is included, and other information sources are cited on data tables. (ALL)

Scott, Carolyn A.
Junior High School Tardy Lock Out.
PUB DATE- Jun 90
NOTE- 38p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Problems; *Discipline Policy; Experimental Programs; Junior High Schools; Program Effectiveness; Program Evaluation; Rural Schools; School Policy; *Suspension; Teacher Attitudes
IDENTIFIERS- *Policy Effectiveness; Policy Implementation; *Tardiness

This study describes and evaluates an experimental program for reducing tardiness in a rural junior high school. The subject school housed approximately 1,500 seventh- and eighth-grade students. Under the "Lock Out Program," first-time tardy students were given a one-day work detail in the cafeteria for 15 minutes of their lunch period. Two tardies resulted in a two-day work detail and the student's parents were informed. Three tardies required a parent conference before the student could return to school. For the fourth and each subsequent tardy, students could choose a day's suspension or an after-school work detail. School staff had voiced dissatisfaction with the school's previous tardy policy, saying it lacked consistency and was too time-consuming. A review of the literature showed that consistency of dealing with tardies was the most important factor. Under the new program, teachers kept statistics on tardiness, which were compared with pre-implementation data. Feedback was gathered from administrators and teachers. Results showed an 87% decrease in the number of tardies and a substantial decrease in the amount of time administrators spent disciplining tardy referrals. There was a 20% increase, however, in out-of-school suspensions during the implementation period. A survey showed that 25 teachers who previously had reported tardiness to be a problem no longer thought it was a problem after implementation of the lock out program. It is concluded that the program should be continued at the school and that it should be given wider implementation. Appendices provide tables and figures, plus information on survey instruments. (TES)

ED 326 380 SE 050 338

Van Vranken, Nancy S., Ed.
Teachers Clearinghouse for Science and Society Education, Inc., New York, NY.
Biotechnology.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Biological Sciences; *College Science; *DNA; Ethics; *Genetic Engineering; Genetics; Instructional Materials; *Science and Society; *Secondary School Science; *Technological Advancement; Technology
IDENTIFIERS- *Biotechnology

The field of biotechnology, and specifically recombinant DNA technology, is transforming the way that many feel about the nature and purposes of biology. This newsletter annual supplement contains several articles addressing the topic of biotechnology and the importance that the topic should be given in science classes. James D. Watson's article, "Biotechnology: The Charge to Education," calling for teachers to foster DNA literacy in their classrooms, is the keynote of this document. Also included are: (1) "Searching for DNA Literacy" (Jeff Diamond); (2) "Biotechnology: A 'Scientific' Term in Name Only" (Henry I. Miller and Frank E. Young); (3) "The Science of Liposome-Based Pharmaceuticals"; (4) a list of 18 biotechnology related organizations; (5) a bibliography of 31 sources on biotechnology; (6) a list of 68 related journal articles; (7) a list of 12 related audiovisual materials; and (8) a review of a biotechnology instructional materials package called "Biostar." (CW)

ED 326 412 SE 051 771

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

The Spice of Life. Community Study Unit, Grade 5. Teacher Edition, Field Trip Guide for Teachers, and Student Edition.

PUB DATE- Sep 85

NOTE- 82p.; For related documents, see SE 051 766-777. Contains colored pages and some broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Ecology; Educational Objectives; *Elementary School Science; *Field Trips; *Grade 5; *Interdisciplinary Approach; Intermediate Grades; Science Activities; Science Education; Teaching Guides

IDENTIFIERS- *4Mat System Model

The purpose of this community study unit is to help fifth grade students understand the pathways energy takes as it flows through several communities. Each of these communities are examined as working systems. The energy pathways are similar, but slightly different as the energy flows through the members of each community. The unit involves many activities including first-hand experiences, lectures, information-giving, and values searching. A field experience to a pine plantation and to the Lee County (Florida) Nature Center is featured. This set of documents includes an overview, objectives, a field trip guide for teachers, and four sections of activities. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a student book, a glossary, a discussion of scheduling considerations, and a parent permission form. (CW)

ED 326 428 SE 051 790

Tomasini, N. Grimellini; And Others

Teaching Strategies and Conceptual Change: Sinking and Floating at Elementary School Level.

PUB DATE- 90

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; *Concept Formation; *Elementary School Science; Experiential Learning; Foreign Countries; Instructional Materials; Interviews; Learning Processes; Learning Strategies; *Misconceptions; Physics; Primary Education; Science Activities; Science Education; Scientific Concepts; Teacher Education; *Teaching Methods

IDENTIFIERS- Constructivism; *Italy

This paper describes the design and results of a study carried out with elementary pupils ages 8-9 years on the topic of sinking and floating, with the aim of checking the validity of a general scheme for classroom activities based on a constructivist perspective. Children's "ways of looking" at buoyancy and the production of materials that could be used for elementary school teacher training were investigated. The idea of conceptual change as the basis of the scheme and the importance of conceptual change in teacher training are discussed. The three phases of the scheme, "messing about," "intervention," and "reflection," are discussed. The introduction is followed by a presentation of the aims, methods, and data sources of the study. A summary of the results obtained and a discussion of some general issues concerning the role of educational research towards school practice conclude the paper. Two flowcharts and a 27-item bibliography are attached. (KR)

ED 326 445 SE 051 807

Sedlacek, Deborah Sherman
National Center for Education Statistics (ED), Washington, DC.
Mathematics Achievement and Classroom Instructional Activities. National Assessment of Educational Progress, 1985-86. Survey Report.
PUB DATE- Sep 90
NOTE- 132p.; Tables contain small type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Computer Uses in Education; Databases; Educational Strategies; *Elementary School Mathematics; Elementary Secondary Education; Females; *Mathematics Achievement; Mathematics Education; *Minority Groups; *Secondary School Mathematics; *Sex Differences; Teaching Methods

This report analyzes the overall mathematics achievement and its potential relationship to instructional activities. National Assessment of Educational Progress (NAEP) assessed the mathematics achievement in seven content areas, five of which were administered at all three grade levels included in the assessment. This report focuses on the five content areas common to all grade levels and attempts to answer three questions: (1) Are there differences in mathematics achievement on any of the common content area subscales across levels of exposure to traditional instructional activities? (2) Are there differences in mathematics achievement on any of the common content area subscales across levels of computer use? and (3) Are there differences in mathematics achievement of any of the common content area subscales across levels of mathematics course taking? In addition to addressing the three major questions, the report presents comparisons between racial-ethnic group, gender, and type of school attended in an attempt to determine whether the differences in mathematics achievement typically found on these variables change when the levels of instructional activity, computer use, and mathematics course taking are held constant. The analyses in this study used achievement and background data from version 2.0 of the Public Use Data Tape for the 1985-1986 NAEP. This report includes the methodology and analysis, results, and conclusions. Several insights into potential relationships between mathematics-related instructional activities and student achievement are highlighted including the following: (1) daily exposure to some traditional instructional activity does appear to be associated with higher levels of mathematics achievement in specific content areas; (2) when the number of math courses an examinee reported having taken was held constant, non-Hispanic Whites still tended to have significantly higher achievement scores than Blacks and Hispanics; and (3) no gender difference in achievement was found at the third-grade level. Technical notes, detailed methodology, and the NAEP data in tabular form are appended. (KR)

ED 326 089 HE 023 989

Lewis, Chris H.
Developing an Inclusive Curriculum: A Curriculum Guide for Multicultural Education.
SPONS. AGENCY- Minnesota Univ., Minneapolis. General Coll.
PUB DATE- 12 Nov 90
NOTE- 274p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Awareness; *Cultural Education; Cultural Pluralism; *Curriculum Development; Ethnic Groups; Ethnic Relations; Higher Education; *Instructional Development; Interdisciplinary Approach; Minority Groups; *Multicultural Education
IDENTIFIERS- University of Minnesota Minneapolis

This bibliography was prepared to stimulate discussion among the faculty of the General College of the University of Minnesota concerning the field of multicultural education and its impact upon the curriculum of the College. The bibliography lists resources and provides a conceptual framework for developing teaching materials and approaches to multiculturalism across the curriculum. The bibliography lists selected items on: multicultural education; institutional change and curriculum transformation; multicultural teaching and pedagogy; syllabus design and course construction; and multicultural curriculum development. Resources for multicultural teaching are then presented for the following subject areas: anthropology; art; business/economics; composition; global education; history; humanities; language, rhetoric, and communication; literature; mathematics; music; political science; psychology; religion; science; sociology; and women's studies. Within each subject area, resources are arranged by cultural group (African-American, Anglo-European, Asian-American, Chicano/Latino, and Native American) and by concepts such as class, power, and cultural privilege; ethnicity; and sex/gender. In addition to the bibliographic information provided, some resources have descriptive annotations. (JDD)

Milam, John H., Jr.

Paradigms of Theory in Higher Education. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Higher Education; *Literature Reviews; *Models; Periodicals; Research Methodology; Social Psychology; Social Science Research; *Social Sciences; Theories
IDENTIFIERS- *ASHE Annual Meeting

A content analysis was done of the past 3 years of articles from five journals (Journal of Higher Education, Review of Higher Education, Research in Higher Education, the American Educational Research Journal, and the Journal of College Student Personnel) in order to gather and examine empirical evidence of the impact of paradigms, through journal literature, on the higher education knowledge base. Analysis was done according to the paradigm schema of Burrell and Moran (1979) and revealed that the bulk of journal literature was functionalist (that is, that it is based on realist, positivist, determinist, and nomothetic approaches to social science). No examples of the radical humanist paradigm were found, and only a few radical structuralist studies (combination of functionalist and radical humanist paradigms) appeared. Thirty articles made use of at least one assumption of radical sociology in the form of conflict, domination, contradiction, emancipation, and deprivation, but no assumptions of radical change were present in the journal literature. There was complete lack of research in the interpretive paradigm (basically functionlist but more nominalist, anti-positivist, voluntarist, and idiographic in its approach to social science). The results indicated that higher education knowledge is dominated by the assumptions of objective social science and the sociology of regulation (functionalism). The knowledge base is thus incomplete because of the unwillingness to explore the new world of alternative paradigms. Contains 78 references. (GLR)

ED 326 179 IR 014 417

Collins, Allan
Center for Technology in Education, New York, NY.
Toward a Design Science of Education. Technical Report No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); *Educational Environment; *Educational Innovation; *Educational Technology; Educational Theories; Evaluation Methods; Formative Evaluation; Instructional Design; *Instructional Development; Technology Transfer
IDENTIFIERS- *Design Experiments; *Theory Development

Noting some of the major problems with current design experiments in education, a project has been undertaken with the long-term goal of constructing a systematic science of how to design educational environments so that new technologies can be introduced successfully. This paper outlines several factors considered to be critical in developing a methodology for conducting design experiments and provides an example of a proposed application of the methodology to the development of a multimedia teaching unit about the seasons which would incorporate the film "The Voyage of the Mimi 2," associated computer programs, a program for teaching students how to construct tables and graph data, a computer network, and application programs such as word processors and drawing programs. It is noted that the evaluation of the unit, through its reliance on multiple data collection methods--including pre- and post-tests, structured interviews, classroom observations, teachers' comments, and follow-up studies--would avoid the shortcomings of current design experiments and would help determine the form that a design theory should take. Finally, the initial phases in constructing such a theory--i.e., identifying all relevant independent and dependent variables by which the success or failure of an innovation can be measured and specifying how these variables interact--are discussed. Factors affecting the success of technology in education are presented in two tables. (GL)

Cook, John E.
Computer Use in Outreach Courses.
PUB DATE- Mar 90
NOTE- 6p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Education; *Computer Assisted Instruction; *Distance Education; *Extension Education; Off Campus Facilities; Postsecondary Education; Professional Continuing Education; Tables (Data); *Teacher Attitudes; *Use Studies

The data for this paper are drawn from a study of faculty perceptions about courses that are taught in locations away from a college campus, often called outreach, such as military installations, community centers, or business locations. Computer use in such settings presents difficulties in providing logistical support. Faculty were asked about computer availability and whether this affected student learning. Computer use in outreach courses, about 28%, is lower than a conservative predicted rate of 33%. The availability of computers apparently does not affect the faculty perception of student learning. The trend of the data does indicate a substantial increase in the use of computers in outreach courses. (3 references) (Author/DB)

ED 326 396 SE 051 755

Donelson, Frederick Loye
The Development, Testing, and Use of a Computer Interface To Evaluate an Information Processing Model Describing the Rates of Encoding and Mental Rotation in High School Students of High and Low Spatial Ability.
PUB DATE- 90
NOTE- 88p.; M.A. Thesis, Ohio State University. Contains some light, broken and small type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Ability; Artificial Intelligence; *Cognitive Ability; Cognitive Development; Cognitive Style; *Computer Uses in Education; Concept Formation; *Encoding (Psychology); High Schools; *High School Students; Mathematics Education; Perception; Secondary School Mathematics; *Spatial Ability; *Visualization

This study investigated the speed of encoding and rotation of images during simple spatial rotational operations to discover any similarities or differences in groups of differing spatial ability. This project was subdivided into five basic subproblems. First, research was done to arrive at a simple, easily testable information processing model that could describe both the encoding and rotation components of spatial thought. Second, a computer software/hardware package was developed to measure reaction times of encoding and rotational tasks using equipment that would be affordable to the average high school science teacher. Third, the instrument was field tested with high school students. Fourth, 37 students from a field of 107 biology and earth science students were identified as being of high or low spatial ability. Finally, these students were tested with the developed instrument to investigate more fully the roles of encoding and mental rotation during spatial activity. The purpose of this project was to develop a working model of spatial thought so that it might be of use in persuading teachers to use intervention strategies on a more regular basis in the classroom. A problem section, literature review, methodology, results, conclusion, implications, and recommendations are included. Appended is a listing of the computer program used in this study. (KR)

ED 326 479 SO 030 449

Commission on the Bicentennial of the United States Constitution, Washington, DC.
The Bill of Rights and Beyond: A Resource Guide.
PUB DATE- 90
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Constitutional History; Constitutional Law; Democratic Values; Elementary Secondary Education; Federal Programs; *Law Related Education; *Resource Materials; Social Studies; Teaching Guides
IDENTIFIERS- *Bill of Rights; *United States Constitution

The 200th anniversary of the Bill of Rights' ratification will be celebrated in 1991. This document discusses the various ways the Commission on the Bicentennial of the Constitution has planned to celebrate this historic anniversary. Four sections are featured: (1) introduction; (2) programs and plans for 1990 and 1991; (3) how you can get involved; and (4) resources. Elementary teachers and secondary social studies teachers may find the materials in this guide useful in planning units of study about this event. (DB)

ED 326 105 HE 024 005

Brodigan, David L.; Ramsay, John G.
Freshman Values versus College Experiences. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *College Freshmen; Higher Education; Longitudinal Studies; School Surveys; *Social Values; *Student Attitudes; *Student College Relationship; *Student Experience
IDENTIFIERS- *ASHE Annual Meeting; Carleton College MN

A study at Carleton College (Minnesota) investigated: (1) the attitudes and values of incoming freshmen; (2) the extent of change in student collegiate styles over a period of 10 years; and (3) how students with different styles and orientations used college resources and organizations and pursued their education. The research was based on survey data obtained from over 90% of entering freshmen (N=5,125) during the period 1977-1989, surveys after 1 and 3 years of college, and student academic records. Six collegiate styles or orientations were identified: social-political activist, post-collegiate, libertarian, creative, recognized authority, and traditional academic. Analysis indicated that the student body had a wide variety of collegiate styles, with no single style dominating. Distribution of the different styles appears to have changed over time, and student behavior appears to be consistent within each style. Students with some styles showed significant change in attitudes during the college experience and some others showed little change during that period. Concerns about compartmentalization in college life and underuse of college resources are discussed. Includes nine references. (MSE)

ED 326 133 HE 024 033

Cabrera, Alberto F.; And Others

The Convergence between Two Theories of College Persistence. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990). For related document, see HE 024 034.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; Decision Making; Discriminant Analysis; Higher Education; Intention; Models; Predictive Measurement; Predictive Validity; *Predictor Variables; Social Integration; *Student Attrition; *Test Validity; Theories

IDENTIFIERS- *ASHE Annual Meeting

This study tested the convergent and discriminant validity between two theories of college persistence: the Student Attrition Model and the Student Integration Model. The study examined conceptual similarities for each theory to explain departure decisions and examined how both theoretical frameworks enhanced the understanding of the processes affecting departure decisions when tested simultaneously on the persistence criterion. A longitudinal research design was used, and the student population was drawn from the fall 1988 entering freshman class of a large southwestern comprehensive urban institution. An initial survey and a follow-up survey yielded 466 useable responses. The Student Attrition Model accounted for 44% of the variance observed in Persistence and for 60.3% of the variance observed in Intent to Persist. The Student Integration Model accounted for 38% of the variance observed in Persistence and for 36% of the variance observed in Intent to Persist. The Student Integration Model appeared to be more robust when judged in terms of the number of hypotheses validated. While results were largely supportive for both the Student Integration Model and the Student Attrition Model, findings indicated that a considerable amount of overlap between the two theories existed. (50 references) (JDD)

ED 326 195 IR 014 735

Kell, Diane; And Others

Educational Technology and the Restructuring Movement: Lessons from Research on Computers in Classrooms.

PUB DATE- 90

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related papers, see IR 014 736-738.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; *Educational Change; Educational Technology; Elementary Education; *Instructional Innovation; *Microcomputers; *Program Implementation; Teacher Attitudes; Teacher Role

This paper presents findings from a recently completed study of the use of computers in primary classrooms as one source of evidence concerning the role technology can play in school restructuring efforts. The sites for the study were selected by Apple Computer, Inc. in the spring of 1988 and included 43 classrooms in 10 schools in 6 large, mostly urban districts. The research goals were to understand the effects of classroom-based computers and the Apple Learning Series: Early Language (ALS-EL) software on teachers and students and on teaching and learning, to identify patterns and trends in ALS-EL use, and to determine the factors that contribute to the successful integration of computers in classrooms. Each of the six districts was visited four times during the 1988-89 school year. Open-ended interviews were conducted with ALS-EL teachers and with school administrators, and language arts instruction and computer use were observed in the classroom. It was concluded that computers in classrooms served a support role for instructional changes when conditions conducive to change were already in existence. Such conditions include: (1) a shared vision of teaching and learning; (2) leadership and support for the use of new technologies from school administrators; (3) organizational conditions allowing teachers flexibility, time, and incentives to experiment with new instructional methods; (4) opportunities for communication, interaction, and peer support among teachers; and (5) training and personalized support over time for teachers. (9 references) (DB)

ED 326 250 IR 053 356

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Essen Univ. (West Germany). Library.
Developments in Microcomputing--Discovering New Opportunities for Libraries in the 1990s. Festschrift in Honour of Richard De Gennero. Papers presented at the International Essen Symposium (12th, Essen, West Germany, October 23-26, 1989).
PUB DATE- 90
NOTE- 247p.; Publications of Essen University Library 12.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Databases; Foreign Countries; *Information Networks; *Integrated Library Systems; *Library Automation; *Microcomputers; *User Needs (Information)

The 16 papers in this collection explore the microcomputer revolution as it affects library information systems: (1) "HyperMedia/Multimedia Technology and New Opportunities for Libraries in the 1990s" (Ching-chih Chen); (2) "Use of CD-ROMs in West German Libraries" (David I. Raitt and Ching-chih Chen); (3) "Purposes of Interactive Optical Discs for Libraries and Their Users" (Rolf-Dieter Schmid); (4) "Microcomputer Applications in the Manuscript and Rare Book Collection" (Armin Hetzer); (5) "The Use of Hypertext for Orientation: The NCLIS (National Commission on Libraries and Information Science) Approach" (Susan K. Martin); (6) "The Use of LAN (Local Area Networks) in Improving Management and Services in an Academic Environment" (Mohammed M. Aman, Wilfred W. Fong, and Virgil Diodato); (7) "Micromation Prospects for Standards Libraries in Industrialized and Developing Countries" (Eberhard Janke); (8) "The Use of Microcomputers in Israeli Libraries" (Shmuel Sever and Yosef Branse); (9) "Integration of Microcomputers into a Mainframe Based Library System" (Ronald M. Schmidt); (10) "'Allegro': A New Database Concept for Micros (MS-DOS and UNIX)" (Bernhard Eversberg); (11) "Data Conversion Capabilities and Possibilities for Microcomputers" (Kate Noerr); (12) "A Scenario of OSI (Open Systems Interconnection) Based Library Cooperation" (Morten Hein); (13) "Microcomputers: Future Prospects for the Oxford Library System" (David J. Price); (14) "Microcomputers as Local Subsystems. Some Questions of Data Exchange" (Heinz Habermann); (15) "From Here to There and Back Again: Using Remote Session Microcomputer Software for Information Access in Libraries" (Erwin K. Welsch); and (16) "The Possibility of Displaying Special Characters and the Combination of Standard and Diacritical Characters in Microcomputers" (Reimer Auls). Also included are the conference agenda, lists of participants and vendors, and a summary of the conference by Ellen M. Pearson. (DB)

ED 326 323 PS 019 261

New York State Education Dept., Albany. Office of General and Occupational Education.

Promising Programs and Practices in Middle-Level Education: A Reference and Resource for Practitioners Interested in Implementing the Regents Policy Statement on Middle-Level Education and Schools with Middle-Level Grades.

PUB DATE- 90

NOTE- 190p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Policy; *Educational Practices; Intermediate Grades; Junior High Schools; *Middle Schools; National Surveys; *Program Descriptions; Program Effectiveness; Resource Materials; *School Organization; State Programs

IDENTIFIERS- New York

The purpose of this publication is to help schools develop middle-level programs that reflect the Regents Policy Statement on Middle-Level Education and Schools with Middle-Level Grades. The document contains names and addresses of schools and individuals who are willing to help other schools implement the recommendations of the policy statement. The document also describes programs and practices that demonstrate how schools with middle-level grades have translated the policy statement from theory into practice. The programs and practices described have been successful in local schools. The descriptions are drawn from the responses of more than 100 schools to a request for information concerning promising programs and practices in the middle grades. Persons interested in a particular program or practice are urged to contact the school, speak with the contact people, gather additional information, and finally, make an informed decision as to whether the program or practice is appropriate and beneficial. Promising programs and practices are grouped under the general headings of: (1) school structure and organization; and (2) classroom instruction. Each group is divided into seven areas, e.g., creating teacher teams with common planning time; developing advisor-advisee, home-based guidance, or student mentor programs; involving students in their own learning; and developing interdisciplinary programs. The Regents Policy Statement is included. (RH)

O'Hare, William P.; Pauti, Anne
Population Reference Bureau, Inc., Washington, D.C.

Declining Wages of Young Workers in Rural America. Staff Working Papers.

SPONS. AGENCY- Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
PUB DATE- May 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Economically Disadvantaged; Economic Factors; Inflation (Economics); *Low Income; Minimum Wage; *Poverty; Poverty Areas; *Rural Economics; Rural Family; Rural Farm Residents; Rural Nonfarm Residents; Rural Population; *Rural Urban Differences; *Rural Youth; *Wages

In the 1980s, the falling incomes and climbing poverty rates characterizing young workers in rural America were closely linked to rapidly changing national and international economic systems. Findings of a recent Senate Budget Committee study indicate that between 1979 and 1987 the share of young workers (ages 16-34) with low-wage jobs increased nationally by 4.7%. Further analysis of the committee data reported in this document shows that the share of young rural workers having low-wage jobs increased by 11% in those years compared to 4% for young urban workers. The mean earnings of young rural workers fell by 13% compared to an increase of 1% for young workers in urban areas. The decline in wages for young rural workers was pervasive, although men, blacks, and part-time workers experienced a bigger decline in wages than did women, whites, or full-time workers. Wages of young rural workers in every sector declined, but those in extractive industries, manufacturing, and trade experienced the biggest decrease in earnings in every region except New England. The wage decrease for young workers is related to the rise of the poverty rate for young rural families (those headed by persons ages 18 to 29) from 19% in 1979 to 32% in 1986. The rise of poverty for young rural families along with the shifting economic fortunes of male and female workers in rural America are likely to have ramifications for marriage and family. This report, which bears on the issue of school to work transition in rural areas, contains statistical tables and 28 references. (ALL)

ED 326 413 SE 051 772

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Adaptation. Community Study Unit, Grade 6. Teacher Edition, Field Trip Guide for Teachers, Student Classbook and Student Field Book.

PUB DATE- 89
NOTE- 145p.; For related documents, see SE 051 766-777. Contains colored pages and some broken type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ecology; Educational Objectives; *Elementary School Science; Environmental Education; *Field Trips; *Grade 6; *Interdisciplinary Approach; Intermediate Grades; Science Activities; Science Education; Teaching Guides
IDENTIFIERS- *4Mat System Model

This unit has been created to provide experiences with the concept of adaptation. Adaptation can be defined as changes resulting from interactions of the needs of a species or cultural object and the opportunities presented by the environment. Most behaviors and physiological characteristics of plants are related to adaptation. An understanding of the concept of adaptation will help students interpret conditions they may encounter in the future. In this unit, students explore the concept of adaptation through a variety of activities, ideas and experiences. A field trip experience to Sanibel Island is featured. This set of documents includes an overview, objectives, a field trip guide for teachers, and four sections of activities. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a sutdent book, a glossary, a discussion of scheduling considerations, and a parent permission form. (CW)

Titone, Renzo

A Psycho-Sociolinguistic Perspective in FL Learning: The Role of Attitude as a Dynamic Factor.

PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Educational Attitudes; Foreign Countries; *Language Attitudes; *Learning Motivation; Psycholinguistics; Second Language Learning; *Second Languages; *Student Attitudes; *Student Motivation

The conventional psycholinguistic views of a strictly cognitive nature are reductive with respect to the complexity of the learning process. In language learning, motivation is viewed variously: (1) as a co-essential and equally powerful factor with linguistic aptitude and personality traits; (2) as arising from interaction between organism and environment; (3) as either inchoactive or derivational in nature; and (4) as either intrinsic or extrinsic. Other differences in motivation are contextual. Attitude is a context-generated motivational factor. Motivation and attitudes in second language learning have been examined from a psycholinguistic perspective, including the relationship of language attitude and aptitude, social psychological factors, and interlinguistic situations of diglossia and/or bilingualism. Empirical data point to the socio-genetic character of attitude in second language learning and to the importance of psychoeducational strategies aimed at developing appropriate attitudes toward the foreign language to be studied. Attitudes toward a language as the object of study are not inborn, but derive from social factors, mediated by states of the interacting organism, which together condition dispositional sets of a cognitive-affective nature toward given cultures and their information transmission systems. Therefore, developing sound attitudes is the first step toward achievement of bilingualism. (MSE)

ED 326 149   HE 024 051

Boyer, Ernest L.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
Scholarship Reconsidered: Priorities of the Professoriate.
PUB DATE- 3 Dec 90
NOTE- 151p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Creativity; Educational Trends; *Faculty Promotion; *Faculty Workload; Higher Education; Intellectual Disciplines; National Surveys; Organizational Objectives; *Rewards; *Scholarship; Teacher Attitudes; *Teaching (Occupation); Trend Analysis
IDENTIFIERS- *Diversity (Institutional)

This report on the professoriate in American higher education explores how the use of faculty time is rewarded and, especially, what activities of the professoriate are most highly prized. Changes in the work of higher education institutions through the years--its movement from teaching to service and then research, are noted, as are conflicts resulting from institutions attempting to achieve competing goals. Concern is raised regarding the emphasis on research and publication for academic advancement. Four general views of scholarship are proposed: discovery, integration, application, and teaching. Institutions are encouraged to stress their unique qualities and strengths, and to reconsider the narrowness of the faculty reward system. The report's seven chapters have the following titles: "Scholarship over Time"; "Enlarging the Perspective"; "A Mosaic of Talent"; "The Creativity Contract"; "The Campuses: Diversity with Dignity"; "A New Generation of Scholars"; and "Scholarship and Community." An appendix provides results of a 1989 national survey of faculty which addressed attitudes toward factors facilitating promotion and tenure, personal job satisfaction, and other job characteristics. Also provided in appendixes are chapter by chapter technical notes and a key to the Carnegie Classifications. Approximately 100 references are included. (DB)

ED 326 165 HE 024 070

Zikopoulos, Marianthi, Ed.
Institute of International Education, New York, N.Y.
Open Doors 1989/90: Report on International Educational Exchange.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 90
NOTE- 213p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); English Instruction; *Foreign Students; Geographic Distribution; Global Approach; Higher Education; *Institutional Characteristics; International Educational Exchange; National Surveys; *Student Characteristics; Student Costs; Two Year Colleges

This annual statistical survey of the foreign student population of the United States reports data on 386,851 students from 191 nations and places of origin. Part I sets the survey in a worldwide context, with data on foreign student flows worldwide. Part II presents an overview of foreign study in the United States and offers data on leading places of origin, academic characteristics, personal characteristics, distribution by U.S. region and state, distribution in two-year and four-year institutions, distribution in public and private institutions, and institutions with the most foreign students. Other parts record data on foreign students by academic level, in intensive English language programs, foreign scholars in the United States, and cost-of-living expenditures by foreign students. The report includes a section of highlights and major trends, and displays data in approximately 100 tables and 25 figures. Appendices contain data on foreign student enrollment by institution, other supporting data, and codes used in the survey. (JDD)

ED 326 264 JC 900 608

Robinson, David G.

The Edison Experience: The Endowment in Action.

PUB DATE- 4 Dec 90
NOTE- 14p.; Paper presented at the Annual Conference of the National Council for Resource Development (24th, Washington, DC, December 4-7, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Selection; College Presidents; *Community Colleges; *Endowment Funds; *Fund Raising; Governing Boards; *Private Financial Support; Two Year Colleges; Volunteers
IDENTIFIERS- *Edison Community College FL

Drawing from the experiences of Edison Community College in Florida, this paper offers advice on the development and operation of a successful community college foundation. First, the paper lists six prerequisites to fund raising: (1) the college must be worthy of support; (2) the board of trustees/governing board must be in agreement that fund raising is a good thing; (3) the president must have credibility and support fund raising; (4) fund-raising activities must have adequate financial support; (5) the fund-raising entity must not be seen as a separate unit of the college, but rather as an integral part of the institution; and (6) the mission of the development office must reflect the needs of the college, not the goals of a separate agenda. The next section of the paper offers guidelines for the hiring of an executive for the college's endowment, focusing on the sources of possible candidates, the qualities a candidate must possess (i.e., innate integrity, intelligence, and the ability to work with, understand, and support all facets of the college enterprise), and the most effective models of development officer/college president relations. The final sections offer guidance on the use of consultants and volunteers in fund raising, arguing that both are needed. (JMC)

ED 326 278 JC 910 012

Association of Community Coll. Trustees, Annandale, Va.
Trustee Quarterly, 1990 (Four Issues).
PUB DATE- 90
NOTE- 90p.; Contains photographs which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Administrative Policy; Affirmative Action; Board Administrator Relationship; *College Administration; *Community Colleges; Comparative Analysis; Educational Finance; Educational Planning; Faculty Integration; Fringe Benefits; Fund Raising; Futures (of Society); *Governing Boards; Humanities Instruction; Illegal Drug Use; Institutional Evaluation; Intercollegiate Cooperation; Literacy; Scholarship Funds; Self Evaluation (Groups); Transfer Policy; *Trustees; Two Year Colleges

This document consists of the four issues of the "Trustee Quarterly" for 1990. This series covers topics of current concern to community college trustees. The winter 1990 issue contains articles examining the pros and cons of board standing committees, the role of boards in planning and institutional effectiveness, innovative fund raising in Pennsylvania community colleges, 1989 campus trends and issues, increasing minority faculty in Illinois community colleges, strengthening humanities core requirements, and a commentary on teaching as leadership. The spring 1990 issue examines what constitutes a sufficiently long tenure for a community college president, the expectations of trustees and chief executive officers (CEO's) concerning questions of governance and leadership, workplace literacy programs in community colleges, linking self-study with strategic planning, and a commentary on the golden age of community colleges. The summer 1990 issue features articles on the importance of board self-evaluation, an 18-month struggle at a Hispanic college in Texas which led to a $1 million endowment for scholarships, statewide revenue and expenditure comparisons for two-year public colleges, one community college's fight against drug use on its campus, a program at Austin Community College offering educational stipends to classified employees, and a commentary on national goals for higher education. Finally, the fall 1990 issue contains articles examining the benefits of inter-institutional cooperation, the importance of specifying the expectations of the role of the CEO's spouse in the hiring process, removing barriers and maintaining commitment to the transfer function, financial reporting to the community college governing boards, and a commentary on increasing diversity in institutions of higher education. (GFW)

ED 326 381 SE 050 565

Howe, Robert W.; And Others
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Activities for Teaching about Hazardous Materials in the Home.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Environmental Influences; *Family Environment; *Hazardous Materials; Homemaking Skills; *Home Management; Language Arts; Public Health; *Science Activities; Science Education; Social Studies; Teaching Guides; Teaching Methods; *Waste Disposal

Materials containing hazardous substances present serious problems to human health and to the health of the environment. There are many potential problems related to the site of a house or apartment, the construction materials used in the house or the apartment, products and materials used in and around the home, and disposal of materials. Relatively few compilations of instructional materials related to household hazardous materials have been available. This publication was designed to identify problems and concerns that should be included in environmental education programs related to household hazardous material problems and to identify sources of references and instructional materials that can be used for environmental education programs. Education related to hazardous materials in and around the home should be included throughout the school curriculum and from elementary school through secondary school. Materials to support this philosophy are provided to illustrate activities for science, social studies, and language arts for grades 1-12. Sections include: (1) the characteristics of hazardous materials; (2) potential problems related to home construction; (3) potential problems related to materials used in the home; (4) household hazardous waste disposal; (5) actions classes can take in their communities; (6) selected information sources; and (7) selected references. Each of the sections presents some background information on the problem or topic and materials to illustrate some instructional approaches for various grade levels and courses. (CW)

ED 326 429 SE 051 791

Eckert, Paul; And Others
Michigan Council of Teachers of Mathematics.
Graphing Calculators in the Secondary Mathematics Classroom. Monograph #21.
PUB DATE- Sep 89
NOTE- 155p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algorithms; *Calculators; Computation; *Computer Uses in Education; *Educational Technology; *Graphs; Learning Activities; Mathematical Concepts; Mathematics Education; *Mathematics Skills; Problem Solving; Secondary Education; *Secondary School Science

The objective of this presentation is to focus on the use of a hand-held graphics calculator. The specific machine referred to in this monograph is the Casio fx-7000G, chosen because of its low cost, its large viewing screen, its versatility, and its simple operation. Sections include: (1) "Basic Operations with the Casio fx-7000G"; (2) "Graphical Solutions to Equations, Inequalities, Systems of Equations, and Systems of Inequalities"; (3) "Functions"; (4) "Real Valued Function"; (5) "Mathematical and Statistical Applications"; and (6) "Programming the Casio Graphing Calculator." Step-by-step instructions for the student, questions, and answers are included. (KR)

Lawson, Sandra M., Comp.
Library of Congress, Washington, DC. General Reading Rooms Div.
Generations Past: A Selected List of Sources for Afro-American Genealogical Research.
PUB DATE- 88
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *African History; Annotated Bibliographies; *Black History; *Blacks; *Black Studies; *Genealogy; Higher Education; Secondary Education
IDENTIFIERS- *Afro American Genealogy
Genealogy is the study of the descent of a family from an ancestor or ancestors. This selected list of books in the collections of the Library of Congress was compiled primarily for researchers of Afro-American lineages. The bibliography includes guidebooks, bibliographies, genealogies, collective biographies, U.S. local histories, directories, and other works pertaining specifically to Afro-Americans. The sources are listed geographically with citations to histories of Afro-Americans in U.S. cities, towns, counties, and states. Printed family histories and genealogies are major sources for this research, and 56 references by specific family names are included. (NL)

ED 326 480 SO 030 450

LeBel, Phillip
Montclair State Coll., Upper Montclair, NJ. Center for Economic Research on Africa.

Economic Choices for Educational Policy in Africa. Research Publication No. 88.1.

PUB DATE- Jul 88
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Developing Nations; Developmental Programs; *Economic Development; Economic Factors; *Educational Development; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Tables (Data)
IDENTIFIERS- *Africa

In many countries in Africa today formal education is in a state of crisis. While curricular reform continues to serve as an ongoing source of public policy debate, African leaders are confronting increasing difficulty in allotting educational resources to meet present and future levels of demand. The paralysis that has been unfolding is one characterized basically by education's rising claim on public sector resources against a backdrop of widespread poor economic growth, mounting international debt, and rapidly growing populations whose demand for education cannot be met readily by traditional means. This paper seeks to explore the options available to respond to Africa's growing educational demand, how the options can be managed, and what role the options can play in promoting accelerated economic growth and development. Three basic policy options for education are proposed: (1) maintaining existing programs and institutions and allocating relatively static levels of educational resources; (2) increasing the allocation of resources to education based on an expansion of existing institutions and programs; and (3) structural reform. These basic educational policy options are examined by first looking at Africa's institutional experience, and then through the use of an educational forecasting model. Numerous figures and tables of statistical, economic and educational data appear throughout this report. An extensive bibliography also is included. (DB)

ED 326 090 HE 023 990

Rochester, Lois; Mandell, Judy
The One Hour College Applicant: You Don't Need To Read a 300-Page Book To Apply to College! Revised Edition.
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *College Admission; *College Applicants; College Attendance; College Bound Students; *College Choice; Higher Education; Standardized Tests

This book is designed to provide the vital advice and information students need for the college application process, in an easy-to-read format. The first four chapters give general information about colleges and admission requirements, with the following titles: "Thinking about College"; "Overview of Colleges"; "What Do Colleges Consider for Admission?"; and "Standardized Tests." Chapters 5 through 10 go through the admissions process from beginning to end, with: "Getting Started: What Do You Need in a College?"; "Making Your List"; "Deciding Where You Will Apply: Campus Visits and Interviews"; "Applications and Final College Choice"; "Admissions Process Calendar"; and "Financing College Costs." Chapter 11, "What If?", addresses a number of special situations that might occur, such as "what if you completed high school a year or more ago and now want to attend college?"; "What if you and your parents disagree about your college choices?"; and "what if you're a Hispanic student and need educational guidance not provided by your high school?" The final chapter lists over 100 organizational and published resources for additional information on topics covered in the book. It also contains a sample letter requesting information from a college, a sample thank-you letter to an interviewer, and sample essays. (JDD)

ED 326 119 HE 024 019

Graham, Steven W.; Cockriel, Irv

An Assessment of the Perceived Utility of Various College Majors. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *Career Development; *Educational Quality; *Education Work Relationship; Graduate Surveys; Higher Education; Job Satisfaction; *Majors (Students); National Surveys; Outcomes of Education; Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting

The study attempted to evaluate the perceived utility of college majors, the academic major and career congruency, a general assessment about the quality of the educational preparation, and the effects of gender upon the outcome measures for 53,372 college alumni. The American College Testing (ACT) Alumni Survey was used to collect data between January 1980, and May 1988, at 172 colleges and universities in 42 states, involving 16 major area categories. Analysis indicated that the major field of study had a clear impact on the perceived utility of the major, the congruency or "job fit," and the overall assessment of academic career preparation. Females generally reported a stronger relationship between their careers and academic majors, which held across a diverse number of academic major fields. Fine Arts majors reported a high degree of perceived utility for their field, as opposed to alumni majoring in home economics and community service, who rated their field's utility as low. Alumni in social science majors reported low ratings in all three categories, whereas majors in professional areas (computer science, engineering, business, education) had consistently high ratings in all categories. Implications for curriculum development and schools are discussed. Contains 32 references. (GLR)

ED 326 210   IR 014 754

Pisano, Thomas N.

Improving Instructional Efficiency Through the Implementation of Computerized Management and Prescriptive Analysis.

PUB DATE- Sep 86
NOTE- 79p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Computer Literacy; *Computer Managed Instruction; Databases; Educational Objectives; Efficiency; Grade 5; Grading; Individualized Instruction; Intermediate Grades; Keyboarding (Data Entry); Questionnaires; *Recordkeeping; Spreadsheets; *Student Evaluation; *Student Records; Surveys; Word Processing

A computerized management system to improve efficiency was implemented for one year in a fifth grade classroom in a large metropolitan city in the southwest. A variety of computer application software packages were reviewed and selections were made for use in grading and prescriptive analysis. The teacher also developed a database of student information including grades, attendance, work evaluation, and parental contacts. Reading groups, objective mastery, review instruction, test analysis, and objective tracking were all conducted via computer software reports. The teacher taught the 32 fifth graders keyboarding skills and how to use a word processor, using the word processor as the medium of instruction instead of a textbook. Results of the program indicate that the computerized management system was a success and the positive effects of the program were experienced not only by the teacher, but also by the students and their parents. Favorable evaluations were made from the recorded data on the Iowa Test of Basic Skills in the areas of math, reading, and language arts. Appendices include correspondence; student, teacher, and parent questionnaires with tallies of the responses; lists of software and databases; grade reports; prescriptive analysis forms; and Iowa test scores. (DB)

ED 326 222 IR 052 914

Radcliffe Coll., Cambridge, MA. Henry A. Murray Research Center.
A Guide to the Data Resources of the Henry A. Murray Research Center of Radcliffe College: A Center for the Study of Lives and Index to the Guide.
PUB DATE- 88
NOTE- 329p.; For the 1985 edition, see ED 278 393.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Archives; College Libraries; Data Collection; Females; Higher Education; Indexes; *Information Centers; *Information Sources; Social Change; *Social Science Research; *Statistical Data; *Womens Studies
IDENTIFIERS- *Data Sets; *Radcliffe College MA

The first of two volumes provides information about data resources available at the Henry A. Murray Research Center of Radcliffe College, a multidisciplinary research center that is a national repository for social and behavioral science data on human development and social change; topics of special concern to women are collection priorities. The collection includes studies with both male and female subjects from a wide range of ages and racial, ethnic, and socioeconomic class groups. These data are collected using a variety of methods including longitudinal, cross-sectional, survey, case study, and experimental designs. The studies originate in many academic disciplines: psychology, psychiatry, sociology, education, political science, anthropology, and economics. The status of each data set is indicated: a--data that are fully acquired and ready for use; and b--data that are acquired, but not fully documented and stored, and therefore less easily used. An abstract for each data set describes the focus of the study, the sample, the methods used, and the year(s) of data collection. Each data set is indexed according to the methods and content focus of the study. Categories describing the characteristics of each data set are listed at the end of the abstract. The guide also includes abstracts for some data sets available through the Inter-university Consortium for Social and Political Research (ICPSR) that complement Murray Center holdings and research concerns. Designed to facilitate the search for data sets with particular characteristics, the second volume lists each data set according to the methods and content focus of the study. (SD)

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference, 1989. Division of Education and Research. Section on Education and Training; Round Table on Library History; Round Table on Research in Reading; Round Table on Continuing Professional Education. Booklet 70.

PUB DATE- Aug 89

NOTE- 96p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 70 papers are followed by English translations of four papers not given in English, plus one additional paper.

LANGUAGE- French; German; English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Foreign Countries; Higher Education; *Information Scientists; Library Administration; *Library Education; *Library Research; Library Role; *Library Services; *Marketing; Professional Continuing Education; Public Libraries; Public Relations; *Reading Research

IDENTIFIERS- *Library History

There are 10 papers in this collection from the Division of Education and Research: (1) "The Importance of Basic Training in Marketing for Librarians and Information Professionals" (French and English versions; Rejean Savard); (2) "Information Management Education: Some Interdisciplinary Approaches" (Marianne Broadbent); (3) "Educational Implications of Information Development" (Jesus Lau); (4) "The International Role of the Library of Congress: A Brief History" (John Cole); (5) "The Use of Anglo-French Comparisons by the Promoters of the 1850 Public Libraries Act" (Paul Sturges); (6) "Research on Reading and Books: A Jungle of Confusing Terms" (German and English versions; Konrad Teckentrup); (7) "Sociology of Reading and Use of the Library" (French and English versions; Martine Poulain); (8) "International Seminar on Continuing Professional Education: A Report (German and English versions; Horst Hogh); (9) "Mastering Access: The Birmingham MSc Information Management" (Trevor Haywood and Sandi Kirkham); and (10) "Library and Information Research in Yugoslavia" (Dora Secic and Dubravka Stancin-Rosic). (SD)

ED 326 292 JC 910 031

Callahan, Lois; And Others
Chief Executive Officers of the California Community Colleges.
Golden State...Golden Opportunity: Vocational Education and Economic Development in California Community Colleges. An Issue Paper.
PUB DATE- Mar 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Boards of Education; College Planning; College Role; *Community Colleges; *Economic Development; Educational Administration; *Educational Assessment; *Educational Legislation; *Institutional Mission; Policy Formation; School Business Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

Intended as the beginning of an ongoing review of the California Community Colleges' (CCC) vocational education programs, academic certificate and degree programs, and short-term job skills and retraining programs, this paper sets out to: define economic development and clarify its role in the community college context; develop a consensus among chief executive officers regarding the definition and role of economic development; raise the consciousness of community college leaders at the state and local levels about the need for and potential of economic development activities; and develop specific recommendations to improve vocational education and economic development programs in the CCC. The paper is divided into six main sections. Following a brief introduction, section II presents a glossary of terms related to the concepts of vocational education and economic development. Section III discusses the problems faced by community college's in providing for effective vocational training in light of the growing emphasis on transfer education. Section IV discusses the implications of Assembly Bill 1725 and the final report of the Joint Legislative Committee on Vocational Education. Section V presents a proposed policy statement for the CCC, examining institutional mission as it relates to economic development. Section VI consists of a set of recommendations from the Chief Executive Officers of the CCC to the Board of Governors, the Chancellor's Office, and the district offices. A literature review, the Board of Governors' vocational education/employment training policy, and a list of vocational education courses in the CCC are appended. (JMC)

ED 326 307   PS 019 126

Collins, Raymond C.
National Head Start Association, Alexandria, VA.
Head Start Salaries: 1989-90 Staff Salary Survey.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Background; Comparative Analysis; *Compensation (Remuneration); Compensatory Education; Day Care; Early Childhood Education; *Enrollment; *Faculty Mobility; Fringe Benefits; National Surveys; Public Schools; Questionnaires; *Regional Characteristics; *Teacher Salaries
IDENTIFIERS- Program Characteristics; *Project Head Start

A nationwide survey was conducted to determine the staff salaries of local Head Start programs during the first 2 months of 1990. Survey questions elicited: (1) background data on the Head Start agency, such as type of program, enrollment, budget, and number of staff; (2) information on the education component, including number of teachers, length of employment, educational requirements, and salary; (3) teacher turnover information; (4) information on other staff positions, such as home visitors, assistant teachers, education coordinator, health staff, social services and parent involvement staff, and Head Start director; and (5) starting salary information for the local school district or other community agencies that employed staff comparable to those in the Head Start program. A total of 644 Head Start grantees and delegate agencies responded to the survey, or 34 percent of the 1,868 Head Start programs. Responses were received from all 50 states and from Puerto Rico. Major findings discussed in this report concern teachers' salaries, regional variation, state variation, funded enrollment and teachers' salaries, teachers' salaries by program auspices, teacher salary trends, teacher turnover, other staff salaries, fringe benefits, starting educational levels, minimum wage, and sole source of family income. Recommendations are offered. Appendices provide supporting data tables and the 101-item questionnaire. (RH)

ED 326 339 RC 017 781

National Education Association, Washington, D.C.
Newer Types of Instruction in Small Rural Schools. Yearbook 1938.
PUB DATE- Feb 38
NOTE- 146p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational History; Educational Philosophy; Educational Practices; Elementary Education; *Individualized Instruction; *Instructional Materials; *Rural Education; Rural Schools; *Small Schools; Student Centered Curriculum; *Teaching Methods

This publication describes adaptations of teaching methods and instructional materials to meet the special needs of rural students in the late 1930s. These "newer" types of instruction were often child centered, and included: (1) grouping subject matter into broad divisions such as social studies and language arts rather than the traditional "history," "English," etc.; (2) teaching specific skills as the need arose; (3) using materials based on the needs and experiences of students; (4) using a wider range of materials; and (5) viewing the curriculum as a means rather than an end. The yearbook contains nine chapters contributed by different administrators and practitioners. The first six chapters deal with specific areas of instruction: art, health, language arts, social studies, natural sciences, and music. The final three chapters examine: (1) the local community and environment as sources of instructional materials, (2) individualized instructional practices, and (3) the educational program and school activities as sources of student "socialization"--preparation for citizenship in a democracy and for the realities of a more urbanized environment. (SV)

ED 326 366 RC 017 919

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

Allocating Resources in Rural and Small Schools. Small Schools Network Information Exchange, Number 9.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 90

NOTE- 155p.; Some pages and graphics may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Journal Articles (080) Collected Works - General (020)

DESCRIPTORS- *Budgeting; Educational Cooperation; Educational Facilities; *Educational Finance; Educational Planning; Elementary Secondary Education; Program Development; *Resource Allocation; *Rural Schools; School Administration; *School Community Relationship; School Funds; *Small Schools

This information packet contains 48 reprinted articles dealing with resources allocation in rural and small schools. A number of articles have a direct rural focus, while others cover the more general issues and principles surrounding resource allocation. The packet is divided into the following sections: (1) an overview of budget development strategies and issues for the 1990s; (2) public relations strategies to gain support for schools; (3) community development and community involvement in budget and non-budget issues; (4) the planning process for resource allocation; (5) potential new revenue sources; (6) operations decisions; (7) program decisions; (8) facility decisions; (9) cooperation and consolidation; and (10) other information sources. Each article contains information as to its original publication source. (ALL)

ED 326 446 SE 051 808

American Association for the Advancement of Science, Fairbanks, AK. Arctic Div.

Science Education Future. Proceedings of the Arctic Science Conference (39th, Fairbanks, Alaska, October 7-10, 1988).

SPONS. AGENCY- Alaska Univ., Fairbanks. Geophysical Inst.

PUB DATE- 88

NOTE- 228p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) o

DESCRIPTORS- Biochemistry; Biology; Chemistry; *College Science; Computer Science; Computer Uses in Education; *Engineering Education; *Environmental Education; *Futures (of Society); Geology; Higher Education; Interdisciplinary Approach; Mathematics Education; Physical Sciences; *Science Education; Scientific Literacy; Secondary Education; *Secondary School Science; Social Sciences; Statistics; Telecommunications

IDENTIFIERS- Alaska

This catalog includes abstracts of each of the papers delivered at the Arctic Science Conference. The conference was divided into the following symposia: (1) "Biochemistry and Molecular Biology"; (2) "An Update of Alaskan Science and Discovery"; (3) "Science Education for the Public"; (4) "Hubbard Glacier, Russell Fjord and Situk River Studies"; (5) "Porcupine Caribou Herd"; (6) "Advising High School Teachers and Counselors on Engineering"; (7) "ANCSA (Alaska Natives Claims Settlement Act): Looking Ahead to 1991"; (8) "Alaska Education Using Telecommunications"; (9) "Programs and Perspectives in Alaska Native Science"; and (10) "Science Education". Technical sessions include the physical sciences; social sciences; engineering and engineering education; mathematics, statistics, computer science; and the biological sciences. Descriptions of the workshops and the poster sessions are included. (KR)

ED 326 180 IR 014 437

Miller, Gary E.
Adult Students, Technology, and General Education: New Tools for Curriculum Reform.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Curriculum Development; *Educational Change; *Educational Technology; *General Education; Higher Education

It is argued that adult education and educational technology have the potential to catalyze the revitalization of general education, in which the curriculum is focused on the goals of developing the student's ability to solve problems, to make decisions, and to establish values. In support of this claim, it is noted that adult educators have addressed themselves to these goals--and have had the means to achieve them--for decades. It is further noted that educational technology (especially in the form of the "newer" technologies such as computer-assisted instruction and interactive video) has been increasingly used in the past decade to articulate these goals. It is concluded that this revitalization requires professionals in adult education and educational technology to recognize the catalytic potential of their fields within their own programs and institutions and to communicate that potential to others. (5 references) (GL)

ED 326 106 HE 024 006

Studds, Susan Martin
After the Money Is Gone: Organizational Consequences of State Incentives To Improve Minority Student Recruitment and Retention. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Affirmative Action; Case Studies; *Change Strategies; *Dropout Prevention; Educational Change; Educational Policy; Higher Education; *Minority Groups; Policy Formation; Program Effectiveness; *State Aid; State Programs; Student Recruitment
IDENTIFIERS- *ASHE Annual Meeting; *Virginia Student Retention Program

A study explored the policy process that led to the development and implementation of the Virginia Student Retention Program (VSRP--a program to facilite minority student recruitment and retention projects at Virginia colleges and universities), and examined perceived institutional impacts. The study attempted to determine whether the VSRP and the Virginia Student Transition Program, an academic support program for provisionally admitted students, did in fact facilitate change, what change strategies were successful, and what level of institutional adaptation to the presence of minority students has been achieved. Analysis was based on document review, observation, and analysis of responses in semi-structured interviews at three institutions: a rural comprehensive university, an urban research university, and a research university with highly selective admissions. State level interviews were also conducted with the State Higher Education Executive Officer, members of the State Council of Higher Education, and others. Results indicate that institutional change as measured by institutionalization of projects, incorporation into base budgets, and new hires occurred in two of the institutions. It appears that this change was related to centralized project administration and top administrative support. Incentives for change were seen as preferable to mandates or unfunded attempts to establish goals and priorities. Change appears most likely when funding is provided over several years and is sufficient to cover program costs. Although some progress has been made, further effort will be necessary to provide an environment that ensures equal opportunity for all students. Includes 20 references. (MSE)

ED 326 134 HE 024 034

Cabrera, Alberto F.; And Others

Determinants of Persistence: The Inclusion and Testing of Ability To Pay Factors in Tinto's Model of Student Attrition. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990). For related document, see HE 024 033.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Economic Factors; Educational Economics; Higher Education; Intention; Models; *Paying for College; Predictive Measurement; Predictive Validity; *Predictor Variables; Social Integration; *Student Attrition; Student Educational Objectives; Student Financial Aid; Theories
IDENTIFIERS- *ASHE Annual Meeting; Student Integration Model

The study empirically examines the effects of economic and non-economic variables on college persistence by presenting a causal model that relies on both economic theory and V. Tinto's Student Integration Model in order to enhance an understanding of the role of finances on the college persistence process. Analyses conducted upon a sample of 466 college students attending a large public urban institution examined the effects of ability to pay on measures of academic integration, social integration, institutional commitment, goal commitment, intent to persist, and persistence. Findings were largely supportive of the Student Integration Model, and indicate that financial variables moderate the effects of several variables in the causal model. (Author/JDD)

ED 326 196 IR 014 736

Kell, Diane; And Others

Evaluating Technology in Schools: Implications of a Research Study.

PUB DATE- 90

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related papers, iss IR 014 735-738. Figure 1 will not reproduce well due to small, filled type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Adoption (Ideas); Change; *Computer Assisted Instruction; Computer Software; Educational Technology; Elementary Education; *Evaluation Methods; *Evaluation Research; *Instructional Innovation; Language Arts; Microcomputers; *Program Implementation

This report provides an overview of the issues related to a recently completed study of the use of computers in primary classrooms in six school districts and some special program classes, i.e., K-2 English-as-a-Second-Language and bilingual classes at one study site and Chapter 1 pullout classes for grades K-5 at another site. The sites used were demonstration sites for a new program of computer-based language arts instruction known as the Apple Software Series: Early Language (ALS-EL). Discussion of the development of the research context, purposes, and design includes consideration of issues related to: (1) assessing the implementation of educational innovations (an understanding of the process of change was emphasized and the change experience for individual teachers was examined); (2) assessing student performance in reading and writing (the Sulzby Writing and Rereading Task was adapted, and the Test of Early Reading Ability by Pro-Ed was chosen); and (3) assessing the effects of technology in classrooms (special attention was paid to the amount of funding allowed for the study, the amount of time necessary for the study, and the development of instruments to measure the implementation of an innovation). Strengths and weaknesses of the study are discussed, and implications for future research on computers in education are noted. It is suggested that a series of site-specific studies be pursued in which site-specific evaluation strategies be developed. It is concluded that operational variations and levels of implementation quality are important reminders of the need to allow time for major changes to take place before judgement about the innovations is passed. (34 references) (DB)

ED 326 324 PS 019 264

King, Margaret
ERIC Clearinghouse on Elementary and Early Childhood Education,
Urbana, Ill.
Working with Working Families. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC
Information Analysis Products (070)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed
Parents; *Parent Participation; *Teacher Role
IDENTIFIERS- ERIC Digests

This ERIC Digest offers tips for understanding the needs, concerns, and feelings of employed parents, and discusses ways child caregivers can involve working parents in their children's lives while the children are enrolled in child care facilities. Competition with the caregiver, guilt over leaving children in the care of others, and little time for activities are characteristics of employed parents that may affect their relationship with caregivers. That relationship can be facilitated by flexible scheduling, parent visits, parent education, formal and informal communication, and informal gatherings. (RH)

ED 326 397 SE 051 756

Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.
Nebraska 4-H Wheat Science School Enrichment Project. Teacher/Leader Guides 213-222 and 227.
PUB DATE- 89
NOTE- 103p.; Contains light colored ink which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biology; Consumer Education; Curriculum Guides; Educational Games; *Elementary School Science; Experiential Learning; *Food; Grade 6; *Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Mathematical Applications; Nutrition; Plants (Botany); *Resource Materials; *Science Activities; Science Curriculum; Science Education
IDENTIFIERS- *Wheat

Through the 4-H Wheat Science project, students learn the importance of wheat from the complete process of growing wheat to the final product of bread. The curriculum is designed to include hands-on experiences in science, consumer education, nutrition, production economics, vocabulary, and applied mathematics. Teachers can select those units out of eight which enhance the individual classroom needs. The eight units include: (1) "Comparisons and Contrasts"; (2) "Wheat Science Experiments"; (3) "Wheat Production and Marketing"; (4) "Consumer Education/Nutrition"; (5) "Math Practical Application"; (6) "Wheat Trivia Game"; (7) "Breadmaking"; and (8) "Cultural Breads--Bread the World Over." Supplemental wheat science activities and a resource list of audiovisuals and literature are included. (KR)

ED 326 414 SE 051 773

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Choices Between... Community Study Unit, Grade 7.

PUB DATE- 89

NOTE- 64p.; For related documents, see SE 051 766-777. Contains some colored pages which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conservation (Environment); Educational Objectives; Environmental Education; *Field Trips; *Grade 7; *Groundwater; *Interdisciplinary Approach; Junior High Schools; Middle Schools; Science Activities; Science Education; *Secondary School Science; Teaching Guides

IDENTIFIERS- *4Mat System Model; Florida

Because of its geographical location, topography, and climate, South Florida has unique water problems. When the rainfall situation is combined with changing land use patterns and increasing population growth rates, the result is often water shortages in some areas and floods in others. This study unit looks at some of the reasons for the present water problems in Florida and some of the consequences of a lack of understanding of water dynamics. The student is given the opportunity to investigate his/her own personal contribution to the water situation, and to consider options for helping to ensure an adequate water supply in the future. A field trip to a swamp is featured. The document includes an overview, objectives, information, maps and illustrations, and student activities. Appendices include a map, the 4Mat model, an application of this unit to the 4Mat model, a cognitive pre/posttest, a student book, a glossary, a discussion of scheduling considerations, and parent permission form. (CW)

ED 326 430 SE 051 792

Yu, Ching C.
National Center for Education Statistics (ED), Washington, DC.
NAEP Mathematics Subscales and Math-Learning Attitude Factors.
National Assessment of Educational Progress, 1985-86. E.D. TABS.
PUB DATE- Sep 90
NOTE- 23p.; Data Series: DR-NAEP-89.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Data Interpretation; Grade 7; Grade 11; High Schools; Junior High Schools; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Secondary School Mathematics; *Student Attitudes

This paper reports the results of an analysis performed using data from the mathematics component of the 1986 National Assessment of Education Progress (NAEP) for grades 7 and 11. The purpose of the analysis was to study the relationship between mathematics achievement and students' attitude related to learning mathematics for the two grades. The five content areas selected for this study were fundamental methods, data organization and interpretation, measurement, knowledge skills and high-level applications of numbers and operations. The background and the methodology of the analysis are described, followed by results in both tabular and written form, and technical notes. (KR)

ED 326 462 SO 030 104

Cahalan, Margaret; And Others
Westat, Inc., Rockville, MD.
A Sourcebook of Arts Statistics: 1989.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Apr 90
NOTE- 864p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF05/PC35 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; *Films; *Fine Arts; Higher Education; Literature; Museums; *Primary Sources; Radio; Research Projects; *Statistical Analysis; Statistics; Television; Theater Arts; Visual Arts

This report is an update of the "Sourcebook of Arts Statistics" 1987 edition, with substantial new information. The document is a compilation of statistical data from multiple not-for-profit arts organizations. The information is provided in nine chapters: (1) Arts in the Economy; (2) Artist and Arts Administrator Employment; (3) Arts Education; (4) Performing Arts; (5) Visual Arts; (6) Literature; (7) Museums; (8) Motion Pictures, Radio, Television and Recording; and (9) Arts Audiences. Summary information is provided for each topic and appendices provide a chapter-by-chapter cross-reference to the 1987 edition, a 17-page bibliography, and a regional classification list. (NL)

ED 326 074 FL 800 023

Campbell, Joyce Fowlkes
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.

Practices Used in English as a Second Language Classes for Adults.

PUB DATE- Jul 88
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Communication; *Classroom Techniques; Competency Based Education; Cooperative Learning; Cultural Awareness; Daily Living Skills; Employer Employee Relationship; *English (Second Language); Job Search Methods; Job Skills; Listening Skills; *Literacy Education; Peer Teaching; Persuasive Discourse; Role Playing; Second Language Instruction; Self Expression; Student Attitudes; Teaching Methods; Vocabulary Development

This collection of techniques used in adult English-as-a-Second-Language instruction consists of practices that complement or supplement regular instruction. These techniques have been contributed by classroom teachers, and are categorized by language proficiency level (beginning, intermediate, and advanced). The activities focus on: vocabulary development; introductory map reading; time cards and paychecks; sentence structure (a card game); signs and insignia; using 20 questions to identify famous people; family relaitonships; role playing; development of a system for keeping in contact with the students; cooperative learning; communicating personal information; shopping; repeating requests to communicate comprehension; competency-based instruction; understanding bumper stickers; listening skills; peer tutoring; employer-employee dialogues; current events; literature appreciation; proverbs; substantiating opinions; storytelling; and reading the want ads. Each activity is described and its contributor's name and address are presented. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 150   HE 024 052

Broyles, Susan G.
National Center for Education Statistics (ED), Washington, DC.
Directory of Postsecondary Institutions, 1989-90. Volume 1, 4-year and 2-year. Volume 2, Less-than-2-Year.
PUB DATE- Sep 90
NOTE- 985p.; Data Series: DR-IPEDS-89/90-8.1; DR-IPEDS-89/90-8.2. For the previous edition, see ED 309 668. Contains small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) f
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Colleges; Community Colleges; Enrollment; *Higher Education; *Institutional Characteristics; *National Surveys; *Postsecondary Education; Proprietary Schools; Tuition; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

This directory lists all postsecondary institutions in the United States and its outlying areas known to exist as of April 15, 1990. Data were obtained from the Integrated Postsecondary Education Data System "Institutional Characteristics" survey for 1989-90. Introductory tables in both volumes provide summary information and in both volumes institutions are listed in the main body alphabetically by state. The information presented for each institution includes its name, address, telephone number, 1988 fall enrollment, tuition and fees, and room and board charges for the 1989-90 academic year. Also included are type of control, highest offering (degree or length of time), types of programs offered, and recognized accreditations. Both volumes contain two appendixes listing changes in institutions of higher education (institutions added, deleted, no longer accredited, with name changes, etc.) for 1988-89 and 1989-90. Also appended in both volumes is a list of accrediting bodies recognized by the Secretary of the U.S. Department of Education. (DB)

ED 326 166 HE 024 071

Norrell, Robert J.
A Promising Field: Engineering at Alabama, 1837-1987.
PUB DATE- 90
NOTE- 278p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; Educational Change; *Educational Development; *Educational History; Engineering; *Engineering Education; Higher Education; Influences; *Program Development; Technical Education; Technology
IDENTIFIERS- United States (South); *University of Alabama College of Engineering

This book tells the story of engineering education at the University of Alabama, written in observation of the sesquicentennial of the College of Engineering. It explores the history of technological education in the United States, looking for southern regional variations. The book also documents the connections between technological education and economic development, the evolution of American higher education and Alabama higher education, and the history of the engineering profession. The ups and downs of the engineering program are addressed--inadequate funding, world wars, establishment of a land-grant institution at Auburn and junior colleges across the state, and the slow development of industrialization in Alabama all played roles in the shaping of the College of Engineering. Chapter titles include: "The Sun of Science Rises in the Wilderness, 1837-1865"; "Frustrated Promise, 1866-1900"; "This Symbol of Modernism, 1901-1919"; "Promise Fulfilled, 1920-1939"; "War and Society, 1940-1957"; "The Task of Overcoming Gravity, 1958-1966"; and "A Flowering Field, 1967-1987." A list of almost 150 manuscripts, newspapers, interviews, books, articles, unpublished papers, and theses is included. (JDD)

ED 326 181 IR 014 481

McDevitt, Margaret A.; Greenwood, Anita M.
Linking Schools to University Resources via Interactive Television.
PUB DATE- Feb 88
NOTE- 8p.; Paper presented at the Conference on Interactive Instruction Delivery (6th, Kissimmee, FL, February 24-26, 1988). Best copy available. For a related paper, see ED 309 734.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Television; Higher Education; *Instructional Development; Networks; *Science Experiments; Science Instruction; Secondary Education; *Teaching Methods
IDENTIFIERS- *Interactive Television; *University of Lowell Instruct Network MA

This paper describes the way in which the University of Lowell Instructional Network is being used to provide local schools with access to the university's facilities and faculty. The STAR (Science Teachers Accessing Resources) program is described in detail from its inception, through the planning stages, culminating in two-way television transmissions. The benefits of this program for schools and university alike have proven to be many-fold, including increased collegiality between university faculty and local school teachers, heightened interest of students in science, and collaboration providing an opportunity to recruit students to the university and, in particular, to the science programs. (13 references) (EW)

ED 326 211 IR 014 755

Maxymuk, John
Instructional Materials for CD-ROM Databases.

PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- College Students; Computer Networks; *Databases; Higher Education; *Information Sources; Library Instruction; *Online Searching; *Optical Data Disks; *Staff Development; Workshops

This document is a compilation of instructional materials created and used at Temple University's (Pennsylvania) Central Library System to train students and staff in how to best utilize CD-ROM databases. The first section is the script for a workshop for students that is taught by librarians at Temple on effective searching of CD-ROM databases in general. The script is followed by the overheads and handouts used in the sessions. The second section contains system-specific staff training exercises used at Temple to introduce new staff to the software of three different CD-ROM database vendors (SilverPlatter, UMI, and Wilson). The aims of the two sets of materials differ greatly. The workshop directed at students addresses the questions of what a database is and how one searches it; the staff training exercises focus on the commands one needs to know to make a specific database or system work. (DB)

ED 326 251 IR 053 357

Brown, Gerald R.

At-Risk Students: How Do School (Library) Systems Respond?

PUB DATE- Jul 90

NOTE- 16p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (19th, Umea, Sweden, July 8-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Dropout Prevention; Elementary Secondary Education; Foreign Countries; *High Risk Students; Learning Resources Centers; *Library Role; *Library Services; Media Specialists; Preschool Education; Program Descriptions; Reentry Students; *School Libraries; Student Needs; Urban Youth

IDENTIFIERS- *Manitoba (Winnipeg)

Focusing on urban students, this report discusses approaches taken and programs implemented by school libraries in the Winnipeg (Manitoba, Canada) School Division in response to at-risk students. While the programs span the range of grade levels, several of those highlighted are specifically for at-risk preschoolers, dropouts, and adult learners. Overall strategies for making education more relevant, real, and rewarding are outlined, including continuing professional development for teachers and the use of the whole language approach in the curriculum. All of the programs are: (1) small in size and local in scope; (2) individualized to the needs of the school, the individual, and the particular localized population; (3) characterized by caring and attentive staff members who are highly attuned to the personal needs of students; (4) involve teacher-librarians as an integral part of the whole program; (5) include teachers who have high expectations for the students, and who encourage them to reach these goals; and (6) establish stronger links between the school and the family. Some projects involve liaisons with other education-related agencies, e.g., a children's hospital, public library, and the Canadian Children's Book Centre. (21 references) (SD)

ED 326 265 JC 900 609

Head, Ronald B.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Student Retention at Piedmont Virginia Community College, 1989-1990. Research Report Number 7-90.

PUB DATE- Nov 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Persistence; Community Colleges; Enrollment Trends; Full Time Students; Majors (Students); Minority Groups; Part Time Students; *School Holding Power; *Student Attrition; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Withdrawal (Education)

In 1990, a study was conducted at Piedmont Virginia Community College (PVCC) to examine retention rates for 1989-90 in terms of a variety of institutional and student characteristics and to determine whether major differences existed between returning and non-returning students. Data were collected from end-of-term student files. Study findings included the following: (1) 51.4% of all students enrolled at PVCC and 83.4% of all full-time students during fall 1989 returned and completed the spring 1989 semester; (2) the retention rate for freshmen was 65.7%, while sophomores had a retention rate of 72.3%; (3) part-time students returned at a rate of 44.0%, with most of the returning students enrolled in on-campus programs leading toward degrees; (4) retention rates for 1989-90 were similar to retention rates for 1988-89 and to fall-to-winter retention rates from earlier years; (5) in 1988-89, the retention rate for full-time black students was 22.3% lower than that for full-time white students, while in 1989-90, there was only a 4.9% difference in the retention rates of full-time black students and white students; and (6) retention rates for programs leading to an associate of arts or associate of science degree were somewhat lower than those for programs leading to an associate of applied science degree. (JMC)

ED 326 279 JC 910 013

Wallenfeldt, E. C.; Anglin, L. W.
Kent State Univ., OH. Graduate School of Education.
Institutional Partnership: An Evolving Case Study.
PUB DATE- Mar 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Planning; *Cooperative Programs; *Faculty Development; Higher Education; Institutional Mission; *Intercollegiate Cooperation; *Postsecondary Education as a Field of Study; Program Descriptions; State Universities; *Teacher Education Curriculum; Teaching Skills; Two Year Colleges; Workshops
IDENTIFIERS- Cuyahoga Community College OH; Kent State University OH
Cuyahoga Community College (CCC) and Kent State University's (KSU) current partnership for educational progress has evolved over nearly two decades of continuous communication and political obstacles. The foundation for the partnership was established in the early 1970's, in spite of community college criticisms of the inadequacy of higher education programs for training two-year college personnel and university criticisms of the open door policies of two-year colleges. In the eyes of the two-year college administration, universities over-emphasized specialized knowledge and research skills, and failed to prepare graduates to address matters of teaching competencies and learner understanding, issues critical to junior college educators. In January 1974, a career and personal development workshop, based on a human potential model in use at CCC's east campus, was organized jointly by KSU and CCC faculty. While efforts to develop a doctoral program at KSU to address the skills required of community college educators failed, a community college specialist was added to the KSU faculty in 1979, and informal relations between the institutions continued. Aided and supported by interested KSU and CCC faculty and administrators, 12 CCC faculty members did enroll in doctoral programs at KSU. A High Schools for the Future project developed and jointly administered by KSU and CCC senior faculty led the CCC east campus provost to propose a joint staff development program for CCC faculty. A formal plan was presented to the KSU Regents Advisory Committee on Graduate Studies and was subsequently approved in 1987. The successes of these and additional collaborative efforts has created a solid working partnership between the two institutions. (GFW)

ED 326 308　　　　PS 019 154

Hutchison, Betty
Delivery Systems.
PUB DATE- Nov 90
NOTE- 7p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coordination; Day Care; *Delivery Systems; *Early Childhood Education; *Free Enterprise System; *Inservice Teacher Education; Preschool Education; *Teacher Education

This paper on delivery systems for preparing and training early childhood educators focuses on three main topics: (1) adequacy of delivery systems and access; (2) market influences on delivery systems; and (3) linking preparation and professional development components. Questions addressed include the following: Would the current preparation and training systems be adequate to meet demand, if resources were plentiful? If not, what is missing? How do early childhood educators commonly access training? How do preparation and training systems influence the early childhood education market? What incentives exist to encourage providers to participate in preparation and training programs? What strategies can be devised to organize better productive career ladders in the field of early childhood education and care? How best can different elements of the delivery system be linked to provide better articulated opportunities of higher quality than presently exist for early childhood educators? How can this be achieved without excluding or discouraging many poor and minority educators who have been long committed to the field? What are the best ways to organize on-the-job professional development opportunities? In conclusion, elements of an articulated, comprehensive model of early childhood training are specified. (RH)

ED 326 354 RC 017 891

Jansen, Jonathan

The State and Curriculum in Transition Societies: The Zimbabwean Experience.

PUB DATE- 90

NOTE- 33p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Controversial Issues (Course Content); Cultural Differences; *Curriculum Development; Curriculum Research; *Developing Nations; *Educational Change; Educational History; Foreign Countries; *Government Role; *Politics of Education; Revolution; Social Change; Social Influences

IDENTIFIERS- Curricular Debate; *Zimbabwe

This in-depth study of school curricula in Zimbabwe examines curriculum development and its relationship to state politics in postcolonial third-world nations. An important assumption of the research is that curriculum is a powerful political tool, particularly in newly independent African states; hence, radical curricular revisions were to be expected under the new postcolonial policies. Yet, these revisions have largely failed to materialize, and it is the position of this paper that the persistence of curriculum continuity in the face of significant sociopolitical change has never been adequately accounted for. "Continuity" is defined as the lack of change in curriculum content from the colonial to the postcolonial period. The paper discounts the following four explanations for curriculum continuity: (1) the technicist model, which argues that better social results are brought about by greater managerial efficiency and better texts; (2) dependency, which links curriculum continuity to reliance on Western knowledge; (3) the cultural-relevance model, which attributes lack of curriculum change to the incompatibility between the assumptions of local culture and imported curriculum models; and (4) legitimation, which assumes that policies of the new state are problematic to begin with. The research assesses the effects of history and politics on Zimbabwe's educational decisions, and shows that attempts toward curriculum reform had different and sometimes contradictory motivations and consequences. Though unsuccessful, these attempts represent genuine efforts to radicalize the colonial curriculum. The paper details the development of "The Political Economy of Zimbabwe," a controversial Marxist-Leninist curriculum, and examines issues of the national debate that followed its introduction. The document concludes that state politics maintain primacy in determining school curriculum in third world states, that historical and social forces have had a conditioning effect on Zimbabwe's curriculum decisions, and that the policy options available in the fragile political environment of the transition are extremely limited. (TES)

ED 326 367 RC 017 920

Nachtigal, Paul; Haas, Toni

Education Commission of the States, Denver, Colo.; National
 Conference of State Legislatures, Denver, CO.

Restructuring Rural Schools. Finance Collaborative Working Paper #3.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
 Washington, DC.

PUB DATE- Oct 88

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
 Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Change Strategies; *Consolidated Schools; Economic Change; *Educational Change; Educational Improvement; Educational Objectives; Educational Philosophy; Educational Policy; Educational Quality; Elementary Secondary Education; *Program Effectiveness; *Rural Education; *Rural Schools; *School District Reorganization; Small Schools

This paper describes the emerging debate on efficiency and program quality in rural schools, explores the strengths and weaknesses of rural district consolidation, and suggests policy options for redesigning rural education. An examination of economic trends, demographics, and philosophical changes regarding rural education's purpose puts educational changes into context. Increasing diversity in various areas of rural life tends to complicate educational planning and policy-making. The data suggest that there is no single future for rural America and its schools, but many different futures. Consolidation advocates argue that bigger schools mean better programs, but the evidence does not support contentions that educational quality is a function of size. Greater efficiency can be achieved by reducing costs or by raising output and its quality. False efficiencies are achieved by cutting costs and reducing quality. The challenge for rural schools is to offer not just standardization, but positive learning environments, as evidenced by a wide array of indicators. While measuring efficiency is difficult, successful small schools have taken steps such as establishing low pupil/teacher ratios, offering strong core curricula, hiring competent generalist teachers, and using local resources. Redesigned schools would be different from existing models in all respects, including governance, administration, mission, staff, curriculum, scheduling, and organization. The document describes experimental redesign programs in different parts of the country. Its recommendations include: (1) financing that is sensitive to local peculiarities; (2) incentive grants for local pilot initiatives; (3) appropriate instruction for school staff; and (4) encouragement for collaborative projects. (TES)

ED 326 481 SO 030 451

Peters, Richard

Planning and Instruction and the Social Studies Curriculum: A Discourse on Design and Delivery Systems.

PUB DATE- Jul 90
NOTE- 58p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Curriculum Design; Curriculum Development; *Educational Strategies; Elementary Secondary Education; Instructional Development; Interdisciplinary Approach; Learning Strategies; *Social Studies; Teacher Role

A model for Continuous-Integrated-Sequential (C/I/S) curricula for social studies education is presented. The design advocated involves ensuring continuity of instruction from grades K-12, an integration of social studies disciplines, and a sequential process of refining and reinforcing concept and skills from grade-to-grade along the K-12 continuum. The C/I/S design may be arranged in a variety of grade patterns. The role teachers play in this curriculum involves providing a particular type of learning environment among many different types. A variety of methods of delivery of social studies concepts and knowledge are suggested for teachers, including, audiovisuals, excursion, hardware/software, and individualized instruction. It is suggested that lessons and units in the C/I/S curricula can be organized around concepts from many different social studies disciplines, including, anthropology, economics, geography, history, political science, psychology, and sociology. Examples of a variety of learning environments are provided in the appendices and a 64-item list of resources is attached. (DB)

ED 326 091 HE 023 991

Washington, Wenifort; And Others

Pre-Doctoral Syndrome: Study of Educational Administration Graduates.

PUB DATE- Oct 90
NOTE- 58p.; Paper presented at Mid-Western Education Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Behavior Patterns; Doctoral Dissertations; *Doctoral Programs; *Educational Administration; *Graduate Students; Higher Education; Performance Factors; Social Support Groups; Stress Variables; Student Attitudes; *Student Behavior
IDENTIFIERS- *PreDoctoral Syndrome; University of Akron OH

The term "pre-doctoral syndrome" is used to define behaviors of doctoral students during the research and dissertation stage of their program, when they typically become intense, single-minded, over-sensitive, less receptive to criticism, and exhibit stress-related behaviors. A study was conducted to examine the perceptions of University of Akron (Ohio) doctoral alumni of the Department of Educational Administration toward the curriculum, support, and advisement. Surveys were mailed to 70 alumni, with 49 returned, a 70% response. A profile of factors emerged which positively or negatively impacted student success in the dissertation process, including time restraints, increased stress, intense focus, less patience, personal fulfillment, professional impact, experience of failure at various steps, positive support groups, and mentoring advisors. Students who were able to maintain a balance between their personal and professional lives, in spite of time restraints, typically found the process to be a positive and rewarding experience. Though many students experienced stress from time limitations and fear of not completing the program, stress appeared to be a natural part of the process. Positive support from spouses, family, or friends also played an important role in the students' perceptions of the process. Includes 37 references. Appended are the survey instrument of 26 items, including 10 items requiring expository answers, and 17 tables analyzing survey responses. (JDD)

Glazer, Judith S.

Feminism and Professionalism: The Case of Education and Business. ASHE Annual Meeting Paper.

PUB DATE- 1 Nov 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Business; *Education; *Feminism; Higher Education; *Professional Occupations; Scholarship; Sex Fairness; *Social Science Research; *Teaching (Occupation); Women Administrators; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

This paper explores the impact of feminist scholarship on the professions of education and business, and looks critically at the assumptions on which the study of professionalism has been based. The paper begins with a feminist critique of professionalism, based on characteristics of professions and gender theory. Feminist theory is applied to education, focusing on research, textbooks, curriculum, gender bias, and efforts to empower teachers and students. Feminist critiques of research on teaching and learning are examined, using gender as a theoretical framework through which to critique male-dominated theories, reconceptualize teaching and learning, and restructure the educational system. Feminist scholarship on business is then addressed, and its limitation to the liberal perspective is noted. Three kinds of critiques are explored: research examining gender as a regulator of individuals' activity according to their biological sex, research on the cult of true womanhood as opposed to the cult of rationality, and research on the changing character of American business. It is concluded that as feminists begin to question the professionalism paradigm and to subject it to gender analysis, models can be built that are more sensitive to women as professionals and that can eliminate the dualisms that categorize women differently from their male colleagues. Notes concerning seven suggested readings are appended. (JDD)

ED 326 223 IR 053 082

Denton, Ann; Mahood, Ramona M.
Memphis State Univ., Tenn.

Automation of Technical Service Functions in Academic, Public, and Special Libraries in Tennessee: Report of a Survey.

SPONS. AGENCY- Tennessee Library Association, Nashville.
PUB DATE- 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Automation; Library Surveys; *Library Technical Processes; Online Catalogs; *Public Libraries; Questionnaires; Shared Library Resources; *Special Libraries; State Surveys; Tables (Data); Technological Advancement; Use Studies
IDENTIFIERS- *Tennessee

Members of the Tennessee Library Association's Technical Services Roundtable examined the extent to which the developing technology of automation is being utilized by the state's libraries. The survey encompassed technical service activities and had a two-fold thrust: to determine how automation is being employed, and to compile an inventory of the software and hardware in use. Findings indicate that 88 of the 174 responding libraries (approximately 50%) are actively engaged in automation. The types of systems operating in the state are diverse, which is deemed to be significant since it may affect the goal of developing the state resource sharing network envisioned in Tennessee's long-range plan for library services. Among the libraries that have implemented or planned automation projects, the highest interests are shown in the following areas: (1) current cataloging (82%); (2) online public access catalogs (52%); (3) multi-functions serials programs (40%); (4) multi-function acquisitions programs (30%); and (5) multi-function circulation program (48%). Following a brief report on the study, the survey instrument and data tables corresponding to each question are presented. A 32-item bibliography lists directories, library automation surveys, and general works on library automation and library technical services. (SD)

ED 326 236 IR 053 264

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference, 1989. Division of Regional Activities. Section on Regional Activities--Africa; Section on Regional Activities--Asia and Oceania; Section on Regional Activities--Latin America and the Caribbean. Booklet 80.

PUB DATE- Aug 89

NOTE- 56p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 19-26, 1989). Booklet 80 papers are followed by an English translation of one paper not given in English, plus one additional paper.

LANGUAGE- English; Spanish

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Libraries; Developing Nations; Foreign Countries; Information Retrieval; Institutional Cooperation; Library Education; Library Networks; *Library Role; *Optical Data Disks; *Public Libraries; *Rural Development; Scientific and Technical Information; *Users (Information)

IDENTIFIERS- Africa; Asia; Mexico

There are five papers in this collection from the Division of Regional Activities: (1) "Communication and Information in Contemporary African Society" (Bimpe Aboyade), which discusses how libraries can make themselves relevant to other institutions concerned with information transfer; (2) "Libraries and Rural Development: Village Reading Rooms in Botswana" (H. Kay Raseroka), which explores how village reading rooms in Botswana can contribute to rural development; (3) "An Evaluation of a CD-ROM System: Experience of a Compact Cambridge MEDLINE in a Chinese Medical College Library" (Ellen Fan Liu), which finds the CD-ROM system a viable alternative to online or manual searching for students; (4) "Value of Information: Modernization and Economic Problems of Scientific and Technical Libraries with Special Reference to India" (Inder Vir Malhan), which evaluates current and future roles of such libraries, and recommends that library education programs emphasize management in their curricula; and (5) "Impact of Technology on Information Users" (Spanish and English versions; Estela Morales), which assesses the impacts of technology in terms of national development, social class, and users' age and work activity. (SD)

ED 326 293 JC 910 032

Illinois Community Coll. Board, Springfield.
Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1990.
PUB DATE- Jan 91
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; *Community Colleges; Comparative Analysis; Course Selection (Students); Credit Courses; *Enrollment; *Enrollment Trends; Full Time Students; Minority Groups; Part Time Students; State Surveys; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

This study was conducted on statewide enrollment trends and student characteristics in Illinois public community colleges. The study analyzed fall 1990 enrollments by college, full-/part-time status, sex, ethnic origin, age, student level, first-time/continuing enrollment status, and program. Study findings included the following: (1) at the end of the fall 1990 registration period, the 50 Illinois community colleges enrolled 352,898 students in instructional credit courses, representing an increase of 3.3% over the fall 1989 term; (5) the number of female students increased at a higher rate than male students (4% vs 2.5%); (6) 42.2% of the student population were males; (7) the number and percentage of minority students increased slightly in 1990; (8) the median age of students was 26.8 years, while the mean age was 30.4; (9) fall 1990 freshman and sophomore enrollments increased by 3.8% and 9.7%, respectively, over fall 1989, while the number of high school students enrolled in community colleges dropped; (10) the proportion of transfer students remained stable at 4.2%, while the proportion of first-time students decreased to the lowest level in 5 years; (11) of the 39% of students in the baccalaureate/transfer area, only 24.2% indicated an intention to transfer; and (12) nearly 28% of all students indicated that their intent was to improve occupational skills or prepare for a new career. (PAA)

ED 326 325 PS 019 265

Wessel, Karen E.
A Program To Improve Fine Motor Development in Kindergarten Students.
PUB DATE- Jan 88
NOTE- 58p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Eye Hand Coordination; Kindergarten; Kindergarten Children; *Learning Activities; *Object Manipulation; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Psychomotor Skills; *Student Improvement

A 10-week practicum intervention was designed to reduce deficiencies in 10 kindergarten children in southwest Florida with poor fine motor skills. The intervention consisted of daily instruction and weekly activity tests. Activities included drawing, tracing, cutting with scissors, pasting, molding with clay, various games, lacing, weaving, and handwriting. It was expected that at the end of the intervention, nearly all children in the target group would substantially improve in tracing, cutting and pasting, and manipulation and handwriting skills. Practicum evaluation data indicated that the intervention was successful. Appendices which comprise half the document provide: Cooperative Preschool Inventory-English/Spanish edition; teacher designed test of fine motor skills; individual instructional plan; activity tests (tracing skills, cut and paste, lacing, handwriting); weekly student checklist, screening posttest, etc. (RH)

ED 326 340 RC 017 812

Gale, Nancy
Native American Development Corp., Washington, DC.

Adolescence--A Tough Time for Indian Youth. What Can We Do?

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adolescent Development; Adolescents; Alcohol Abuse; American Indian Education; *American Indians; Counseling; *Developmental Tasks; Family Role; *Guidance; Parent Role; Youth; *Youth Problems
IDENTIFIERS- *Adult Child Relationship

This brief booklet, based on interviews with Gay Munsell, a Native American child development specialist, with the National Resource Center for Youth Services at the University of Oklahoma, examines the difficulties experienced by Indian youth in confronting the problems and changes of adolescence. In urban areas, 80% of Indian youth drop out of school, compared with 50% of reservation Indian students. Up to 25% of Indian youth display symptoms of psychological problems, and many Indian youngsters live in environments with a high rate of alcoholism and other drug abuse; in fact, Indian youth use alcohol at a rate three times that of adolescents in the general population. Adolescence is a time of change, when a child's mind becomes capable of abstract thinking. As their concepts of time mature, young people begin to see themselves as individuals and are confronted with the need to define their relationship with the future. Adolescence implies six primary tasks: (1) learning to think abstractly; (2) learning to distinguish between the real and the ideal; (3) deciding how one relates to the past and future; (4) developing independence; (5) defining individualism; and (6) determining how, as an individual, to fit into and function in the world beyond family and community. Aside from these normal adolescent tasks, Indian youth must also struggle with their cultural roles and identities. Negative coping patterns, such as reliance on drugs and alcohol, often develop. The booklet suggests strategies to make adolescent transitions smoother, including: (1) strengthening a youth's sense of being a valued member of the family; (2) raising youth's self-esteem; and (3) helping youth strengthen relationships with significant adults. The document encourages adults to establish relationships with Indian adolescents based on patience and trust. (TES)

ED 326 382 SE 051 426

Gurney, Bruce F.

Tugboats and Tennis Games: Preconceptions of Teaching and Learning through Metaphor.

PUB DATE- 90
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990). Contains some light type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Foreign Countries; Higher Education; *Metaphors; *Misconceptions; *Preservice Teacher Education; *Qualitative Research; Science Education; *Science Instruction; Science Teachers; Secondary Education; Secondary School Science

Preservice teacher education, when viewed through a constructivist lens, should consider preconceptions because it is important that students be initially aware of their own attitudes and of the beliefs that they carry with them. Preconceptions also provide a reference point about which students may reflect as new meanings are acquired. This paper describes one aspect of an ongoing project involving preservice teachers and methods instructors at three Canadian universities over 2 years. The overall purpose of the study is to collect and analyze data relating to the conceptions held by preservice secondary science teachers about the nature of science, of teaching, and of learning. Data were collected in the form of three-phase questionnaires, interviews, and videotapes of class interactions. An interpretation of these data has been used in the development and piloting of some strategies aimed at promoting meaningful preservice instruction. Data described in this paper were derived from responses to one particular item on the questionnaire administered at the start of the 1-year teacher education program at the University of British Columbia (Canada). Preservice students were asked to provide metaphors for the teaching/learning process. Samples of the students' metaphorical statements are provided. (CW)

ED 326 398 SE 051 757

Ronca, Courtney C.
Science Lab: A Peer Approach.
PUB DATE- Dec 85
NOTE- 44p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cross Age Teaching; Demonstrations (Educational); *Discovery Learning; *Elementary School Science; Experiential Learning; Intermediate Grades; Peer Influence; Peer Relationship; *Peer Teaching; Science Activities; Science Education; Science Experiments; Science Instruction; *Science Laboratories; Student Attitudes; Student Participation; Surveys; *Tutoring

The two goals of this program were to increase the number of classroom teachers using the lab and to increase the amount of time that the science lab was used. The solution strategy chosen was a combination of peer tutoring, orientation presentations, small group discovery experiments and activities, and individual science experiment stations. The prerequisites to the actual implementation of the new science instruction approach were to set up topical hands-on experience stations, train sixth grade students to serve as individual assistants at each station, and to invite the intermediate classes to come to participate in lab activities on a weekly basis for a 10-week period. Three areas of science were covered--Earth Science, Plants, and Oceanography. During the 10 weeks of the program, the classroom teachers' only responsibilities were to meet for the teacher orientation session, and to bring their classes to the lab at their scheduled time. Included in this paper are the purpose, research, method, results, and recommendations. Appended are two teacher surveys on the science lab facility. (Author/ KR)

ED 326 431   SE 051 793

Morris, Robert, Ed.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Studies in Mathematics Education: The Teaching of Statistics, Volume 7.
PUB DATE- 89
NOTE- 268p.; For previous editions, see ED 247 129, ED 266 935, ED 280 674, and ED 297 948.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *College Mathematics; *Educational Cooperation; Educational History; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; International Education; Mathematical Applications; Mathematical Concepts; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Probability; *Secondary School Mathematics; Statistical Data; *Statistics; Teaching Methods

This volume examines the teaching of statistics in the whole range of education, but concentrates on primary and secondary schools. It is based upon selected topics from the Second International Congress on Teaching Statistics (ICOTS 2), convened in Canada in August 1986. The contents of this volume divide broadly into four parts: statistics in primary education; statistics in secondary education; theoretical concepts; and two case studies. Part 1 comprises four contributions, three of them based on discovery. The fourth is a comparative study of what is currently taught to children in the age range of 5 to 11 years in Canada, the United Kingdom, and the United States. Part 2 provides an account of recent developments in the teaching of statistics in Australia, the Federal Republic of Germany, the Netherlands, and the United States. Part 3 of the volume is a collection of four contributions for the consideration of teachers in the collection and representation of data. Two case studies make up Part 4. The first describes the competition for the annual statistics prize in the United Kingdom and the second is a wide-ranging account of the growth of the teaching of probability and statistics in Italian schools. There is also a personal view by Ed Jacobsen called 'Why in the World Should We Teach Statistics?" and a history of the teaching of statistics by Maria Gabriella Ottaviani, devoted to the growth of statistics in the universities of Europe and the Americas. (KR)

ED 326 447   SE 051 810

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Bureau of Mathematics Education.
Three-Year Sequence for High School Mathematics, Course II.
PUB DATE- 89
NOTE- 80p.; For Course III, see ED 324 236.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Algebra; Calculators; Computer Assisted Instruction; Disabilities; Enrichment; Geometry; High Schools; *Instructional Materials; Interdisciplinary Approach; *Learning Activities; Mathematical Logic; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Probability; *Problem Solving; Resource Materials; *Secondary School Mathematics; State Curriculum Guides; *Teaching Methods; Teaching Skills; Thinking Skills; Units of Study

The purpose of this revised syllabus/guide is to help teachers and administrators plan and implement Course II in the the State Three-Year Sequence for High School Mathematics for Regents credit. Course II builds upon the state mathematics curriculum outlined in the department's mathematics K-6, Grade 7, Grade 8, and Course I publications. Included in this guide are the major and minor changes from the 1977 edition, the role of problem solving, the course II outline, an evaluation, and resources for teachers. Appended are a statement of Regents' goals from 1984 and a discussion of special needs of handicapped students. The course outline includes the topics: (1) "Logic"; (2) "Mathematical Structure and Related Algebraic Skills"; (3) "Euclidean Geometry"; (4) "Analytic Geometry"; (5) "Equations and Inequalities"; and (6) "Probability and Combinations." Each section contains examples and sample problems related to that section. (KR)

ED 326 463 SO 030 155

Ammerman, David A.
Developing Leadership Skills in High School Band Students.
PUB DATE- Jun 87
NOTE- 125p.; M.S. Practicum, Nova Univesity. Best copy available.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Bands (Music); Communication Skills; Evaluation; *Experiential Learning; High Schools; *High School Students; Instructional Materials; Leadership Responsibility; *Leadership Training; Learning Activities; *Motivation Techniques; Problem Solving; Student Leadership
IDENTIFIERS- *Keirsey Temperament Sorter

The improvement of leadership skills in high school band students was the aim of the comprehensive program described in this report. The program contained three basic components: (1) administering the Keirsey Temperament Sorter; (2) a series of seminars; and (3) band laboratory activities. Following the administering of the Temperament Sorter, lessons were held with the participants focusing on topics such as motivating students, problem solving, communication skills, goal setting, leadership styles, and characteristics of effective leadership. Students were then given a laboratory opportunity to demonstrate effective leadership utilizing information covered during the seminars. Results of the program showed that the practicum had a powerful influence on the targeted students, with each item on the evaluation form rated as high. Results also showed that 100% of the target students improved their leadership qualities by at least one mean score. Appendices include sample structured interviews, assignments, evaluation forms, and student data. (Author/NL)

Banks, Debra L.
Why the Concern about Community College Transfer Performance and How Should It Be Assessed? ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Community Colleges; *Educational Mobility; Environmental Influences; *Evaluation Methods; Higher Education; *Models; Organizational Climate; Program Effectiveness; Student Mobility; Student Placement; Transfer Policy; *Transfer Programs; Transfer Students
IDENTIFIERS- *ASHE Annual Meeting

Community colleges are recognized today as critical links between high schools and four-year colleges. This paper presents a research model for understanding the transfer function and transfer performance at the level of the college. The model discusses the community college in terms of its capacity for institutionalizing functions and its overall functional effectiveness in adapting to environmental conditions. The model posits that effective levels of transfer function institutionalization and institutional adaptability relate to high transfer performance. Sixty community colleges will be assessed for the extent to which certain environmental elements influence their transfer performance. The assessment will evaluate such external environmental elements as proximity of senior institutions and local economic conditions, and such institutional elements as percentage of full-time students and tuition and fees. Second, 6 of the 60 colleges with high and low transfer rates will be compared by the way they have institutionalized the transfer functions through their organizational climates and adaptive capacities. By using an organized approach in intitutional transfer research, investigators will be able to identify critical variables affecting transfer effectiveness and can monitor changes in these variables over time. (38 references) (JDD)

ED 326 167 HE 024 072

Barr, Margaret J.; And Others

New Futures for Student Affairs: Building a Vision for Professional Leadership and Practice.

PUB DATE- 90
NOTE- 313p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Career Development; *Change Agents; Change Strategies; Cooperative Planning; *Educational Change; Educational Cooperation; Educational Planning; Educational Practices; Ethics; *Futures (of Society); Higher Education; Legal Responsibility; Social Influences; Staff Development; *Student Development; *Student Personnel Services; Technology

Ideas are presented regarding the future of the student affairs profession. Part 1 assesses the foundation of the profession. Its chapters identify challenges for the future that are present in current practice, review ethical principles undergirding the profession, examine the assumptions and beliefs that guide student affairs, and highlight student development theory and emerging theoretical perspectives that will be useful in dealing with future challenges. Part 2 identifies the major forces for change and the implications these have for student affairs. Its chapters analyze demographic trends influencing higher education, explore relevant social issues, examine the changing nature of the legal and regulatory environment of higher education, assess the impact of the technological revolution, and identify new and developing career paths for student affairs professionals. Part 3 outlines an action agenda for planning for the future. It discusses new organizational roles and approaches for student affairs; suggests ways to improve skills in managing change; provides an agenda for staff development, professional preparation, and working conditions that must be met to face future challenges; discusses the importance of strengthening ties and developing collaborative efforts with academic affairs; and considers ways student affairs professionals can improve their ability to meet future challenges through research, evaluation, and outcomes assessment. (JDD)

ED 326 182 IR 014 634

Japan Audio-Visual Education Association, Tokyo.

Audiovisual Education at the Local Level: Chiba Prefecture. AVE in Japan No. 28.

PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Audiovisual Centers; Closed Circuit Television; *Community Education; Educational Radio; Educational Television; Films; Foreign Countries; Junior High Schools; Slides; Videotape Recordings
IDENTIFIERS- *Japan

This collection of three essays examines the use of audiovisual instruction in Chiba Prefecture, east of Tokyo. In the first example, a closed circuit video system combined with overhead projectors was used to increase student motivation in a junior high school. In the second example, films, radio, television, slides, and videotaped materials were used in a series of community-based educational programs designed for citizens of all ages. Subjects offered ranged from dealing with adolescent children to the history of women to regional folklore. In the third example, an audiovisual center designed to promote and provide audiovisual education materials is discussed. The center provides ready access to these materials to citizen's groups and children's clubs, prepares and distributes an instructional materials catalog, provides learning opportunities for the general public, trains teachers and social organization leaders on how to use audiovisual equipment, and acquires new instructional materials. The three projects offering "localization" of school, social, and adult education have been recognized by the Japan Audiovisual Education Association for the effort. (DB)

Harvey, Glen; And Others

Implementing Technology in the Classroom: Paths to Success and Failure.

PUB DATE- 90

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related papers, see IR 014 735-738.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); *Change; *Computer Assisted Instruction; Computer Software; Educational Technology; Elementary Education; *Instructional Innovation; Language Arts; Microcomputers; *Program Implementation; Teacher Attitudes; Teacher Role

This paper discusses the change process experienced by teachers participating in a study of a computer-based language arts instructional program for the early elementary grades--the Apple Learning Series: Early Language (ALS-EL). The study explored ways in which the teachers were implementing ALS-EL in their classrooms before attempting to determine whether the program was effective. Implementation 'quality' was measured by determining the extent to which teachers used a variety of ALS-EL software components, actively planned for curriculum integration, were familiar with all of the programs, made knowledgeable choices, and made appropriate use of hardware and peripherals including the sound synthesizer and printer. Results indicated that implementation quality varied widely across the six study sites, and that teachers' self-perceptions of their expertise with computers was highly correlated with their implementation quality. The roles of training, support, and leadership are discussed, as well as the ways in which a theoretical orientation to reading influences teachers' organization of instruction. It is argued that classroom design and management and, in particular, the teacher-learning relationship, are all factors that are affected by the teacher's prior experience and his or her general orientation to education. It is concluded that individual differences among teachers can make a substantial difference in the success or failure of implementing ALS-EL, and that time, resources, and support services are necessary for the successful implementation of innovative programs such as this. (24 references) (DB)

ED 326 482 SO 030 452

Clavner, Jerry

Putting Bloom and Hirsch to Work: Core Concepts in the Social Sciences.

PUB DATE- 4 May 90

NOTE- 18p.; Paper presented at the Spring Conference of the General Educators of Ohio (Dayton, OH, May 4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Core Curriculum; Curriculum Development; *Educational Change; *Educational Objectives; Educational Philosophy; Higher Education; Interdisciplinary Approach; Learning Activities; Learning Strategies; Learning Theories; *Social Sciences; Student Educational Objectives; Teaching Methods

IDENTIFIERS- *Bloom (Allan); *Hirsch (E D)

If the current state of crisis in education in this country is to be remedied, certain reliable and verified concepts of education must be asserted and maintained. This paper suggests that the core concepts of the social sciences may be learned through exercises involving excerpts from "Great Books." These exercises involve learning the core concept, its definitions, its descriptions, and examples; reading and understanding the selection or excerpt in the context of time and place; and writing an essay to answer questions relating the core concept to the reading. Twenty key terms (core concepts) are presented and sample exercises involving a number of these terms are included. (DB)

ED 326 415 SE 051 774

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Beaches in Motion. Interaction and Environmental Change. Secondary.

PUB DATE- 89

NOTE- 17p.; For related documents, see SE 051 766-777. Contains some small, broken type which may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Earth Science; Educational Objectives; *Energy; *Field Trips; *Interdisciplinary Approach; *Marine Education; Physics; Science Activities; Science Education; Secondary Education; *Secondary School Science; Teaching Guides

IDENTIFIERS- *Beaches

The terms "high energy" and "low energy" refer to the amount of energy a wave has that reaches the face of a beach. In this student guide, two types of beaches are investigated. The objective is to be able to identify whether a beach is of high or low energy. Background information is provided, as well as instructions and worksheets for activities on beach profiles, waves, the longshore current, and beach plants. (CW)

ED 326 075 FL 800 055

Ada, Alma Flor
Los Libras Magicos: A Small Miracle among Parents in the Pajaro Valley.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Childrens Literature; *Discussion Groups; Hispanic Americans; *Literacy Education; *Parent Participation; *Parent Role; Program Development; *Self Concept; Videotape Recordings

A young Latina mother's appreciation of a children's book inspired the development of a parent discussion program. Hispanic parents meet regularly to examine children's literature, a non-threatening, non-academic topic. Parents discuss books written in Spanish and stories and poems written by their children. Through the project, parents learn to encourage their children to read and write, and the parents begin to write themselves. Discussions can be dramatic and surprising in content. Children have been able to view tape recordings of some sessions in community viewings, increasing their family pride. Parents have gradually replaced teachers as facilitators in the small-group discussions and have begun to participate more in educational decision-making. Both parents and children have been empowered by the program. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 092   HE 023 992

General Accounting Office, Washington, D.C. Div. of Human Resources.
Defaulted Student Loans: Analysis of Defaulted Borrowers at Schools Accredited by Seven Agencies. Fact Sheet for Congressional Requesters.
PUB DATE- Sep 90
NOTE- 21p.; For a related document, see HE 023 993.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; *Federal Programs; Higher Education; *Loan Default; Loan Repayment; *Proprietary Schools; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Stafford Student Loan Program

This report provides information on the default rates in the Stafford Student Loan Program for schools accredited by seven agencies: Accrediting Bureau of Health Education Schools; Accrediting Council for Continuing Education and Training (ACCET); Association of Independent Colleges and Schools; National Accrediting Commission of Cosmetology Arts and Sciences; National Association of Trade and Technical Schools; National Home Study Council (NHSC); and Southern Association of Colleges and Schools' Commission on Occupational Education Institutions. For each accrediting agency, data concern the number of schools accredited, dollars in default, average default dollars per school, number of borrowers in repayment, number of borrowers in default, number and percent of schools with certain default rate thresholds, and range of default dollars for its schools. Also noted are the number of schools with a default volume of $1 million or more. Results found that borrower default rates varied from a high of 38% for schools accredited by ACCET and NHSC, to the lowest rate of 24% for schools with multiple accreditation. Appendices contain a Department of Education letter to schools concerning default reduction initiatives, and the Department of Education methodology for calculating cohort default rates for 1988. A list of 12 related General Accounting Office products concludes the report. (JDD)

Orczyk, Cynthia L.
A Model of Scholastic Development: Faculty Socialization. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Careers; *College Faculty; Faculty Development; *Faculty Publishing; Higher Education; Models; *Productivity; Scholarship; Self Concept; *Socialization; Surveys; Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting

A study tested a model of college faculty socialization. Using a critical-career-events framework, the model shows how the experiencing of critical career events affects individuals' judgments of their self-efficacy, which in turn affects their scholarly productivity. Seven critical-career-event categories (early career focus, mentoring, honors and awards, prestige, exposure, growth opportunity, and employing environment) were identified as independent variables, and 126 associate professors at one research institution were surveyed concerning their scholarly productivity, beliefs about their ability to carry out specific scholarly academic tasks, and specific experience with each category of critical career events. The study did not result in conclusive evidence that critical career events and self-esteem directly influence development of self-efficacy or achievement but did suggest that growth opportunities and self-efficacy were positively correlated with overall achievement. It is concluded that the process of scholarly career development needs to be better understood and that this understanding may lead to enhancement of appropriate interventions. Includes 14 references. (MSE)

ED 326 151 HE 024 053

Gordon, Henry; Brown, Patricia Q.
National Center for Education Statistics (ED), Washington, DC.

Degrees Conferred in Institutions of Higher Education, by Race-Ethnicity and Sex: 1976-77 through 1986-87. Survey Report.

PUB DATE- Oct 90
NOTE- 51p.; Data Series: DR-IPEDS-86/87-7.2.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Educational Trends; *Ethnic Groups; Females; Foreign Students; Higher Education; Males; Masters Degrees; National Surveys; Racial Differences; *Racial Factors; *Sex Differences; Statistical Data; Trend Analysis

The report summarizes data on higher education degrees conferred in the United States in the decade between 1976-77 and 1986-87. Information is given in textual and tabular form, and data are detailed by race/ethnicity; sex; and field of study for bachelor's, master's, doctor's, and first professional degrees. Data on degrees awarded to nonresident aliens and associate degrees conferred are also provided. Data were compiled from the Integrated Postsecondary Education Data System and the Higher Education General Information Survey. Among highlights of the report are the following: the number of bachelor's degrees awarded increased 8.3% during the period with all of the increase attributable to increased degrees earned by women; bachelor's degrees awarded to black students declined slightly; the number of master's degrees declined slightly but doctor's and first professional degrees increased; all racial/ethnic groups earned substantially more first professional degrees in 1986-87 than in 1976-77; most doctor's degrees were in education or the sciences; the number of doctor's degrees earned by nonresident aliens increased sharply; most first-professional degrees were in law, with medicine the second most popular field. (DB)

ED 326 212 IR 014 771

Ely, Donald P.; And Others
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Trends and Issues in Educational Technology. IR-86.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 70p.; For ERIC Digest pertaining to this document, see ED 320 569.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Content Analysis; Distance Education; *Educational Technology; *Educational Trends; Evaluation; Instructional Design; Instructional Development; Instructional Innovation; Interactive Video; Research Methodology; Telecommunications

Based on the findings of a content analysis of representative literature on educational technology, this report examines the trends and issues in the field, beginning in 1988 and continuing into 1989. It is noted that trend analysis, particularly year-to-year analysis which reveals less variability than decade-to-decade analysis, reveals topics of current interest and is more a reflection of the status quo than a prediction of the future. The following trends are identified and discussed: (1) concern for the design and development of instructional products and procedures dominates the professional literature; (2) evaluation is becoming an integral part of the instructional design and development process; (3) there is increasing use of research and development knowledge to solve current problems of teaching and learning; (4) computers can be found in almost every public school in the United States; (5) interactive video is widely accepted as a research and development product, but not in schools and higher education; (6) distance education has become established as a major vehicle for instruction at all levels of education and training; (7) the definition, conduct, and status of professional education in the field continues to preoccupy practitioners; (8) the impact of technology on individuals in the society at large continues to be considered by educational professionals; (9) the applications of telecommunications used in the society at large are reflected in the schools and in postsecondary institutions; (10) the results of research do not appear to have much effect on applications and operations of educational technology; and (11) the curriculum support function is an important element of educational technology programs. The report concludes with a discussion of the methodology used to identify the trends; it was written by Glenn LeBlanc. (39 references) (DB)

ED 326 266 JC 900 610

Head, Ronald B.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Follow-Up Survey of PVCC Graduates of the Class of 1988-89. Research Report Number 6-90.

PUB DATE- Nov 90

NOTE- 98p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Followup

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the impact of PVCC on careers and further education. Findings from the survey of 1988-89 PVCC graduates, based on responses from 54.2% of the 225 students who graduated that year, included the following: (1) slightly under one-half of respondents were employed in full-time jobs related to their fields of study at PVCC, and most were either very satisfied (27.2%) or satisfied (63%) with their current jobs; (2) the mean annual salary earned by respondents was $17,390; (3) most of the respondents believed that PVCC provided excellent (29.2%) or good (65.2%) academic preparation for jobs; (4) almost all respondents believed they were academically better (40.2%) or equally (56.1%) prepared in comparison with other new employees in the same career fields; (5) the average grade point average of respondents who were attending four-year colleges or universities was 3.19; (6) the majority of respondents who transferred to four-year institutions believed that PVCC provided excellent (51.2%) or good (43.9%) academic preparation for transfer; and (7) most PVCC graduates attending four-year institutions believed that the quality of instruction was equal to that received at PVCC. Twenty-four data tables, 10 figures, the survey instrument, cover letters, and selected respondent comments are provided. (JMC)

ED 326 280 JC 910 014

Brooks, Phillip D.

Montana Two-Year College Enrollment Information and General Economic/Demographic Data for Montana.

PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; College Transfer Students; Community Colleges; Comparative Analysis; Economic Development; *Enrollment; Enrollment Projections; *Enrollment Trends; Full Time Equivalency; Futures (of Society); Graphs; High School Graduates; *Population Trends; Tables (Data); Technical Institutes; *Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Montana

This two-part report provides enrollment figures for the Montana public community colleges, independent tribal community colleges, and vocational-technical colleges; and reviews general economic and demographic conditions in the state. The first section contains data tables providing information on: (1) total student headcount, full-time equivalent (FTE) enrollment, and fiscal year FTE by term and college for the 1989-90 fiscal year for each of Montana's public community and vocational-technical centers; (2) comparative institutional headcount enrollments for fall 1988 and fall 1989 for each institution in the community college, tribal college, and vocational-technical systems; (3) full-time and part-time enrollments by college for fall 1988 and fall 1989; (4) comparative institutional headcount enrollment by college for fall 1989 and fall 1990; (5) FTE enrollment by college for fall 1989 and fall 1990 for the community colleges and vocational-technical system; and (6) the numbers of new students who transferred to each institution of higher education in Montana for fall 1988 and fall 1989 from each college in the state. The second section of the report begins with a historical overview of Montana's economic and demographic conditions for three eras, 1880-1920, 1920-1980, and the 1980's. A prospective outlook for 1990-95 is also provided. Next, a series of graphs provide specific data for each year from 1980 to the present, and project figures through the year 1995. These graphs provide longitudinal population totals for the state, the 18-24 year old age group, high school graduates, the 25-34 year old age group, the 35-54 year old age group, and the 55-74 year old age group. (JMC)

ED 326 309 PS 019 156

Howes, Carollee
Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade.
PUB DATE- Nov 90
NOTE- 4p.; Paper presented at the Conference on Preparation and Professional Development Programs for Early Childhood Educators: Emerging Needs for the Next Decade (New York, NY, November 7-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Day Care; Early Childhood Education; Family Day Care; *Information Needs; Inservice Teacher Education; Preschool Education; Preschool Teachers; *Professional Development; Program Development; Research Needs; State of the Art Reviews; Teacher Education; *Training; *Work Environment

Equipped with the National Child Care Staffing and the new Profiles of Child Care studies, researchers are close to estimating the number of child care providers in the formal child care system. Estimates of the number of providers in the system, which includes in-home housekeepers and nannies, unregistered or licensed family child care providers and relative care, are incomplete and difficult to make. Knowledge of the level of preparation and ongoing training of providers is far from complete. Part of the problem is that the general public, and to some extent those involved in the field, confuse experience with training. The bulk of the research finds experience to be a poor predictor of effective teaching, but belief systems do not always accommodate this information. The process of getting reliable information on training is complicated by several other issues, among them inadequately differentiated and elaborated categories of training, the interaction of training and the work environment of the provider, and lack of clarity concerning the roles of formal education and training in producing effective providers. The French system of training providers is impressive; by expecting high levels of training they have ensured a base of quality in their child care programs. (RH)

ED 326 368 RC 017 921

Milkove, Daniel L.; Sullivan, Patrick J.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economy Div.

Deregulation and the Structure of Rural Financial Markets. Rural Development Research Report Number 75.

PUB DATE- Feb 90
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Banking; Educational Finance; Federal Legislation; Financial Needs; Financial Policy; *Financial Services; Rural Areas; *Rural Development; *Rural Economics; State Legislation
IDENTIFIERS- *Deregulation

Changes in rural financial markets as affected by bank deregulation have a potential impact on rural educational finance, specifically, financial aid programs for students and schools. Banking legislation and regulation changes have aimed to strengthen the industry and to provide consumers with more services and more choices among providers. Ownership of many banks is changing hands as holding companies acquire additional banks both within and beyond their home states. Most banks that disappear become branches of other banks, so that financial services within most communities are maintained. By incorporating branch offices and by identifying holding company to the services and lending experience associated with large banks. A growing number of rural counties are served by a combination of local and urban-based banking firms. These communities may receive the benefits of wider services from large banks and greater local knowledge available from locally owned community banks. On the other hand, some analysts fear that rural communities will be stripped of locally owned banks and left to the whims of large banking firms. This report examines the structure of rural bank markets including sources of rural credit, individual state patterns of bank branching, and holding company characteristics. It attempts to determine how rural bank structure has changed during the 1980s and discusses bank failures and mergers, the growth of holding companies and interstate banking activities, and probable scenarios for the future of the rural banking system. Appendices include a summary of banking legislation, an explanation of data sources, and concepts, and 11 tables of data. (ALL)

ED 326 399 SE 051 758

Anoka-Hennepin Independent School District No. 11, Coon Rapids, MN.
Science: Course of Study Guide to Elementary School Science.
PUB DATE- 87
NOTE- 103p.; Contains some small type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); •Course Content; Curriculum Design; Curriculum Guides; Elementary Education; •Elementary School Science; •Environmental Education; Experiential Learning; Lesson Plans; •Science Activities; Science Curriculum; Science Education; Scientific Concepts; Teaching Methods

This course of study is intended to provide a comprehensive overview of an elementary school science program. In addition to high individual pupil achievement at each grade level, this program is also designed to provide a broad and comprehensive continuum of experiences that lead toward the obtainment of the identified science goals. A strong hands-on component is emphasized in this program. In addition, single topic books are provided to encourage pupils to pursue further inquiries into topics that interest them. The intended result is a "do-read" sequence that enables pupils to have concrete experiences prior to extending their understanding of the content through the use of print materials. A unit format was selected to allow maximum flexibility in building, teaching, and maintaining the elementary school science program. Each unit contributes to the educational outcome identified for the grade level and is the basis for further study at the next level. In this way, a scope and sequence is established and continuity in learning is promoted. Major themes for each grade level form the basis for this continuity. Many of the units incorporate activities from programs such as ESS, SCIIS, and SAVI/SELPH. Specific lesson plans, using the Elements of Instruction, were written by teams of classroom teachers to reduce planning time and teacher anxiety in teaching science. Section 1, "Foundations," includes K-12 learner outcome goals, content, processes and attitudes taught/developed, and a grade 1-6 outcome summary by domain. Section 2, "Science Instructional Program," includes the themes, concept maps, and objectives for each grade level. Section 3, "Environmental Education," includes guidelines, objectives, and resources. Sections 4 and 5 cover supplies and ordering equipment. Section 6, "Science Instruction," includes science fairs, safety, and instructional strategies. Section 7, "Sample Lessons"; includes three lessons for grade 1 and two lessons for grade 4. (KR)

ED 326 448 SE 051 811

Hirschhorn, Daniel B.
Culture, Literacy, and Secondary Mathematics Education.
PUB DATE- 23 Jul 90
NOTE- 107p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Cultural Awareness; *Cultural Context; Interdisciplinary Approach; Junior High Schools; *Mathematical Applications; Mathematics Achievement; Mathematics Education; *Mathematics Materials; Secondary Education; *Secondary School Mathematics; Student Attitudes; Textbook Bias; Textbook Content; *Textbook Research; Textbooks

This paper discusses the role of the culture in secondary mathematics education. A historical and philosophical look at the relationship between the real world and mathematics and mathematics education is developed. The U.S. secondary mathematics curriculum is explored both historically and philosophically to try to ascertain its changing attitudes toward applications and the culture over time. Two University of Chicago School Mathematics Project (UCSMP) texts, "Transition Mathematics" and "UCSMP Algebra" were compared with other commercial textbooks to determine the number and type of cultural contexts. The four commercial textbooks studied were: "Heath Pre-Algebra"; Merrill's "Mathematics 7"; Dolciani's "Algebra 1"; and Saxon's "Algebra 1." Among the findings, the study concluded that UCSMP materials have about three times as many cultural contexts than the four commercial texts. UCSMP materials also had many more contexts in the non-traditional applications of mathematics such as demographics, business, politics, law, technology, etc. The appendices, which constitute over half of the document, provide lists of the cultural contexts found in each of the six textbooks analyzed. The bibliography contains 50 sources. (KR)

ED 326 121 HE 024 021

Gaither, Tanzella, J.
National Center for Postsecondary Governance and Finance, Tempe, AZ.
A Case Study of the Influences of Political Culture on Institutional Behavior and Outcomes. ASHE Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Case Studies; *Educational Planning; Educational Quality; *Equal Education; Government School Relationship; Higher Education; *Institutional Administration; *Institutional Evaluation; Minority Groups; Politics of Education
IDENTIFIERS- *ASHE Annual Meeting; *South Carolina; Strategic Planning

The study examined state policy influences on minority participation at higher education institutions with particular attention to South Carolina. Evidence for the study was derived from institutional survey data (142 institutions in 10 states); documents; on-site visits (South Carolina only); observations of interactions and operational procedures; and interviews with state policymakers, higher education officials, and institutional administrators. Analysis indicated the following: (1) strategic planning was evident in South Carolina educational institutions focusing on quality and equity improvement and coping with change; (2) strategies encouraging equity, access, and retention issues are implemented among the faculty and staff; (3) the most effective institutional initiatives in promoting minority student access and achievement were those using minority counselors and recruiters and those providing minority financial support; and (4) cutbacks in state funding are being acutely felt in equity programs. It is concluded that higher education planning in South Carolina makes good use of available resources to enable minority achievement to be consistent with strategic planning for overall quality in higher education. Contains 18 references. (GLR)

McFadden, Fred R.

A Methodology for Distributing the Corporate Database.

PUB DATE- May 90
NOTE- 12p.; In: Proceedings of the 1990s Information Resources Management Association International Conference (Hershey, PA, May 14-16, 1990); pp.55-65.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Software Development; *Database Management Systems; Data Processing; *Information Retrieval; Management Information Systems; Methods Research; *Programing
IDENTIFIERS- Relational Approach (Information Retrieval); *Relational Models

The trend to distributed processing is being fueled by numerous forces, including advances in technology, corporate downsizing, increasing user sophistication, and acquisitions and mergers. Increasingly, the trend in corporate information systems (IS) departments is toward sharing resources over a network of multiple types of processors, operating systems, and applications. A key design issue that arises in distributed systems concerns is how to optimally distribute data among the nodes of a network. This paper describes the problem of database distribution and proposes a methodology for the distribution of data that maximizes local references to data. The methodology considers the frequency of accesses to data from each of the nodes, and specifically accounts for the difference in cost between retrievals and updates in a distributed network. The methodology can be applied using hand calculations for smaller problems and can be also implemented in software for larger problems. (12 references) (Author/SD)

ED 326 252 IR 053 358

Kuntz, Robert A.
Edinboro Univ. of Pennsylvania. Baron Forness Library.

A Basic Guide and Workbook for Using SilverPlatter's ERIC on CD-ROM.

PUB DATE- 90
NOTE- 20p.; The figures will not reproduce well due to extremely small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bibliographic Databases; Computer Literacy; *Computer Software; Computer Terminals; Indexes; *Online Searching; *Optical Data Disks; Programed Instructional Materials; *Search Strategies; Subject Index Terms; Thesauri
IDENTIFIERS- *ERIC; *SilverPlatter ERIC

Opening with an introduction to the ERIC database, this guide provides a description of the organization and content of the SilverPlatter version of ERIC on CD-ROM. Citing examples of its uses, the guide explains the "Thesaurus of ERIC Descriptors," and provides a diagram of the computer keyboard used for searching ERIC using SilverPlatter. The "Getting Started" and "Searching in ERIC" sections lead the guide's user step by step through the search process, displaying depictions of the computer screen at several stages in the process, demonstrating useful features of the SilverPlatter software (e.g., the purposes of the function keys), and detailing the searcher's options at each stage. A short test search is included for the user, followed by an example of how the search might be completed. The step-by-step example can be used for comparison with the user's own search at each step. (20 figures) (SD)

ED 326 326 PS 019 267

Stone, Jeannette G.
National Association for the Education of Young Children,
Washington, D.C.

Teaching Preschoolers: It Looks like This...in Pictures.

PUB DATE- 90
NOTE- 140p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Practices; *Educational Quality; Guidelines; Photographs; *Preschool Education; *Standards
IDENTIFIERS- *Developmentally Appropriate Programs; *Program Characteristics

This book uses numerous unposed photographs of children and teachers in typical day care, nursery school, Head Start, and kindergarten situations to illustrate key principles of developmentally appropriate preschool practice. Sections of the book depict and describe: (1) characteristics of good teachers; (2) the beginning of the school day; (3) breakfast or an early snack; (4) group meeting time; (5) music; (6) transition; (7) the room set-up; (8) play time; (9) observation and recording of children's appearance and behavior; (10) discipline; (11) language in a print-rich environment; (12) outdoor activities; (13) self-help and help from adults during routines; (14) lunch; (15) cleanup; (16) nap time; and (17) late afternoon and early evening activities. Supplementary pages provide references for further reading and information about the National Association for the Education of Young Children. (RH)

ED 326 355 RC 017 893

Reddick, Thomas L.; Peach, Larry E.
A Study of Characteristics Profiling At-Risk Students and Influences Impacting Their Rural Environment.
PUB DATE- 19 Oct 90
NOTE- 15p.; Paper presented at the Annual Conference of the National Social Science Association (Houston, TX, October 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; Dropout Research; *Family Characteristics; *High Risk Students; High Schools; High School Students; Potential Dropouts; Rural Education; *Rural Schools; School Role; School Surveys; Socioeconomic Influences; *Student Attitudes; Substance Abuse
IDENTIFIERS- Tennessee

The purpose of this study was to identify characteristics of at-risk students and review certain circumstances that affect their decisions to leave or stay in school. Mail survey responses were collected from 272 students (out of a total of 300) in 15 rural Tennessee high schools. The subjects were identified by their guidance counselors as being at risk of dropping out. At-risk students frequently have been shown to be older males, often from low socioeconomic backgrounds, who possess low basic academic skills. The mother's educational background and her aspirations for her children's educational attainment strongly influence their decisions regarding school. A majority of at-risk students live with their mothers in a single-parent home. More than 70% said their birth parents were divorced. Some 47% stated they had jobs. More than half preferred a job to staying in school. Eighty-six percent revealed that they consume alcohol on an average of four times a week and 73% used other drugs regularly. Almost half of the students had experienced some problems in school, and more than 33% had appeared in juvenile court before age 15. More than half had experienced physical abuse. Most did not involve themselves in extra-school activities and 61% said they did not believe that a high school education was important. Effective dropout prevention programs use a combination of mentorships, counseling, remediation, social services, and other incentives to keep students in school. Early identification and personalized intervention programs are essential to disrupting the cycle that leaves many students dysfunctional in today's complex society. (TES)

ED 326 383 SE 051 483

Clariana, Roy B.
Gender and Ability Attentional Differences while Watching an Educational Television Program.
PUB DATE- May 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- •Arousal Patterns; •Attention; Computer Uses in Education; Educational Research; •Educational Television; •Elementary School Science; Grade 5; Grade 6; Instrumentation; Intermediate Grades; Physiology; Science Education; •Sex Differences
IDENTIFIERS- •Galvanic Skin Response; Laboratory Interfacing; •Science Education Research

This study investigated the attention or arousal of above and below average boys and girls while viewing a science television program on videotape. Skin resistance (GSR) was measured by a biosensor attached to a microcomputer and served as the dependent variable. Analysis of the data included a 2x2x8 ANOVA of gender v. ability v. GSR. The significant three-way interaction indicates that low-ability girls had the lowest GSR measures and inferentially that they were the least attentive to the videotape. High ability boys and girls, and low ability boys produced equal GSR measures. These results suggest that a low cost GSR biosensor may be useful to science education researchers with an additional measure of attention or arousal. (Author/CW)

ED 326 464 SO 030 234

Oregon State Dept. of Education, Salem.
Music: Common Curriculum Goals.
PUB DATE- 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Minimum Competencies; Music Activities; Musical Composition; Music Appreciation; *Music Education; Music Techniques; Skill Development; *State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Oregon

Oregon's common curriculum goals for music education, an area of study that addresses the components of valuing music, developing music literacy, performing music, and creating music are presented. An overall goal for each one of these four strands is established, and then the content specific knowledge and skills that students should possess by the time they complete a particular grade level are enumerated. A fifth component addresses those essential learning skills, deemed necessary to a student's success in learning about music, that were not specifically addressed in the previous four strands. The curriculum goals outlined in this document are for elementary school students. (DB)

ED 326 224 IR 053 106

Lamb, Robert Scott, II
Indiana State Univ., Terre Haute. Library.
Comprehensive Academic Library Preservation and Conservation Activities Survey for Fiscal Year 1988-1989. (A Sabbatical Leave Project).
PUB DATE- 29 Dec 89
NOTE- 95p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Administrative Policy; Interviews; Library Cooperation; Library Equipment; *Library Materials; Library Personnel; *Library Surveys; *Organizational Objectives; *Physical Environment; *Preservation; Program Descriptions; Questionnaires; Repair
IDENTIFIERS- Illinois; Indiana; Ohio; Paper Deacidification

This report describes and presents the results of a survey designed to obtain information on the preservation and conservation policies and procedures, staff, facilities, and expenditures of 18 academic libraries in Illinois, Indiana, and Ohio. The goals of the survey were to inform each library surveyed of its strengths and weaknesses in the preservation area, to give each library a comprehensive view of what should be done to improve its situation, and, possibly, to recommend cooperation with other libraries in that state in preservation matters. The survey consists of two main parts. The first is an adaptation of the American Research Libraries (ARL) "Preservation Statistics Questionnaire," which covers statistics on administration, personnel, expenditures, conservation treatment, commercial binding, mass treatment, microfilming production, and total library holdings for preservation microform masters. The second part of the survey addresses equipment, facilities, preservation supplies, mending and repairs, physical environment controls, security, remote storage, brittle book programs, collection survey, nonbook preservation, deacidification, education activities, preservation plans and programs, and cooperative activities. Presented in a yes/no format, the third part of the survey focuses on policies and procedures, and inventories of preservation equipment, tools, facilities, and supplies. Copies of the questionnaires are appended. (SD)

ED 326 294 JC 910 033

American Association of Community and Junior Colleges, Washington, D.C.; National Center for Research in Vocational Education, Berkeley, CA.; National Council for Occupational Education, Inc., Wausau, WI.; Virginia Polytechnic Inst. and State Univ., Blacksburg.

Proceedings of the National Conference on Professional Develoment of Part-Time Occupational/Technical Faculty (Scottsdale, Arizona, January 31-February 3, 1990).

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Nov 90

NOTE- 228p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adjunct Faculty; Educational Trends; *Faculty Development; Faculty Evaluation; Faculty Organizations; Full Time Faculty; *Inservice Teacher Education; Instructional Improvement; Mentors; Organizational Effectiveness; *Part Time Faculty; Peer Counseling; Peer Relationship; Program Descriptions; Questionnaires; School Surveys; Teacher Orientation; Team Teaching; Technical Education; *Technical Institutes; Two Year Colleges; *Vocational Education; Vocational English (Second Language)

This collection of 24 articles provides examples of innovative practices in professional development for part-time faculty. Included in the proceedings are the following: (1) "Identifying Professional Development Programs for Two-Year College Occupational/Technical Faculty" (James L. Hoerner and others); (2) "Part-Time Faculty, Full-Time Excellence" (Cynthia A. Barnes); (3) "Part-Time Faculty: An Untapped Resource" (Dennis S. Bartow); (4) "Part-Time Faculty in Technology: Special Needs, Special Responses" (Michael Bishara and others); (5) "Part-Time Faculty Employee Orientation and Socialization for Community Colleges" (Janice Black); (6) "Wishes and Warnings: Genesis of a Faculty Associate Organization" (Kristine Daines); (7) "Part-Time Faculty--Poison or Cure for Higher Education's Ills?" (Gail Evans and others); (8) "Professional Development of Part-Time Faculty: Findings from a Survey of Public Postsecondary Technical Education Institutions" (Kevin Hollenbeck and Betty Rider); (9) "Educators Peer Instructional Consulting (EPIC) Project" (Donald Hoyt); (10) "The Georgia Teacher Educators in Agriculture Consortium (G-TEACh): A Consortium Model for Utilization of Part-Time Faculty" (Maynard J. Iverson); (11) "A Human Resources Development Approach to Part-Time Faculty" (Diana K. Kelly); (12) "Implementing a Team Teaching Approach for Part-Time Faculty Development" (Thomas C. Leitzel); (13) "Occupational Training for the Real World: Bridging the Classroom-to-Corporation Gap" (Janet L. Littrell); (14) "Comprehensive Programming: Meeting Faculty Needs" (Linda Luehrs); (15) "Helping Part-Time Faculty Become Part of the Team" (Gaye Luna); (16) "Part-Time Faculty Development: An Integrative Approach" (E. J. Luterbach and Ed Kamps); (17) "Butler County Community College's Peer Consultation" (Donna Malik and Cindy Hoss); (18) "Communication Bridges and Adjunct Faculty Development" (Catherine Michael); (19) "Effective Use of Practicing Professionals in Higher Education" (Shirley R. Rickert and Michael J. Miller); (20) "Training-Letters: Instructional Skills Training via Distance Delivery for Professional Development of Two-Year College Part-Time Faculty" (Jack H. Shrawder); (21) "An Assessment Program Enhances Faculty Development" (Carol Sunshine); (22) "The ESL (English-as-a-Second-Language) Student: Strategies for Meeting Their Needs" (Linda K. Wark and Norv Wellsfry); (23) "A Comprehensive Professional Development Program for Part-Time Faculty" (James M. Williams); and (24) "Full-Time Synergism for Part-Time Faculty" (Eleanor S. Young). A summary of roundtable discussions (Michael D. Truman) and a list of participants' addresses and telephone numbers are included. (PAA)

ED 326 341 RC 017 820

Cooper, Arnold

Race, Ruralism, and Reformation: William J. Edwards and Snow Hill Institute, 1894-1915.

PUB DATE- 89

NOTE- 31p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) a

DESCRIPTORS- Black Achievement; Black Colleges; *Black Education; Black History; *Black Institutions; Black Leadership; Educational Development; *Educational History; Organizational Development; Racial Factors; Racial Relations; Rural Schools; *School Organization; Social Environment

IDENTIFIERS- *Institutional History; *Snow Hill Institute AL; Tuskegee Institute AL; United States (South); Washington (Booker T)

This article examines the Snow Hill Institute, one of several 19th-century industrial schools founded for rural Southern black students, following the model of Booker T. Washington's Tuskegee Institute. This case study provides a sketch of William J. Edwards, an early Tuskegee alumnus and founder of the Snow Hill Institute in Wilcox County, Alabama. The document examines Edwards' life, the circumstances surrounding the 1894 establishment of the school, and the political and racial contexts of the time. Edwards worked under discouraging conditions, including contemporary racial stress, the deficient education of the black community, church opposition, and lack of resources. In some areas, Snow Hill's development contrasts with that of Tuskegee, as illustrated by correspondence between Washington and Edwards. Snow Hill's early nature and course content were separatist and agrarian. The heart of the institute was its emphasis on agricultural and manual training. Each course had a definable community and vocational component. By necessity, Edwards became a racial tactician, plotting strategies to survive the racially divided environment. The article concludes that the history and origin of Edwards' school demonstrates that political, economic, and cultural conditions of the time directly influenced educational policy development. The paper includes more than 50 notes that provide historical material on the subject. (TES)

ED 326 416 SE 051 775

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.
Walking Tour Guide. Grades K-8.
PUB DATE- 86
NOTE- 27p.; For related documents, see SE 051 766-777. Printed on colored papers and may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Objectives; Elementary Education; *Elementary School Science; *Field Trips; *Science Activities; Science Education; *Secondary School Science; Teaching Guides

Curriculum is enriched in relevant and unique ways by field trips which allow real world practice for skills learned in the classroom. Field trips offer teachers many opportunities to provide essential, concrete, hands-on learning experiences for students. Subject matter barriers dissolve in the interdisciplinary nature and context of the field trip. Walking tours are special field trips which can be conducted in relatively short time periods on or close to the school campus. Discussed in this guide discusses considerations and procedures; lists suggested walking tours; and details two sample walking tours, one to a water site (e.g., a pond) and the other to a field. Sensory and environmental awareness activities and language arts follow-up activities are described. A list of 23 resource materials is included. (CW)

ED 326 432 SE 051 794

Ippolito, Thomas J.
An Instructional Alignment Program for Eighth Grade Criterion Referenced Math Objectives.

PUB DATE- Sep 90
NOTE- 91p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Criterion Referenced Tests; *Grade 8; *Instructional Materials; Junior High Schools; *Mathematics Curriculum; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; Teaching Methods

The high percentage of eighth grade students failing the school district's criterion referenced mathematics test was addressed by the implementation of an instructional alignment program. Program goals included test mastery by 75 percent of the targeted population, establishment of practical significance for the approach, and a reduction in test item difficulty through the use of alignment strategies. A handbook was developed and served as the teacher's guide for the classroom program. Instructional materials were located, developed, and correlated to the criterion objectives by the use of reference charts. The objectives were organized into a step by step delivery system through application of a task analysis process. Posttest results indicated mastery of the criterion test by 78 percent of the target group. The approach was found to have practical significance and achieved an effect size of 1.37 over the traditional program. It was concluded that alignment strategies should be applied to all grade levels of the mathematics curriculum to achieve criterion referenced mathematics objectives. This practicum report contains a problem statement, research and intervention methods, results, recommendations, and a list of references. Appendices include a complete data analysis of the problem, interview questions, and posttest results of the intervention. (Author/CW)

ED 326 076 FL 800 129

Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.
Recruiting Employees for ESL Classes.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Admission Criteria; Adult Education; Adult Literacy; Employer Attitudes; *English (Second Language); Incentives; Limited English Speaking; *Literacy Education; Program Development; Second Language Programs; *Student Motivation; *Student Recruitment; Supervisors; Visual Aids
IDENTIFIERS- *Workplace Literacy

Specific ideas and procedures for motivating employees to sign up for and attend classes in English are outlined. The roles of the management in general and the supervisor in particular in supporting and encouraging attendance are emphasized. These individuals are seen as important in motivating, scheduling, implementing and retaining students, and reinforcing content learned in the classes. Steps for introducing employees to an employee workplace literacy program are listed, and planning strategies for an effective recruitment rally are described. The role of incentives in the success of such a program is discussed, and some appropriate incentives are suggested. Criteria for selection of students are also provided. The guide also includes a suggested script for a recruitment session, with notes provided in the margin for use of an overhead projector, and overhead projector masters are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 136 HE 024 036

Hawthorne, Elizabeth M.; Zusman, Ami
The Role of State Departments of Education in School/College Collaborations. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *College School Cooperation; *Cooperative Programs; Educational Change; Elementary Secondary Education; *Government Role; Government School Relationship; Higher Education; Institutional Cooperation; Intervention; National Surveys; Organizational Development; *Shared Resources and Services; State Action; *State Departments of Education
IDENTIFIERS- *ASHE Annual Meeting

The study examines changes since 1987 in the involvement of state departments of education (SDEs) in school/college collaborations and their support of such collaborations. It also investigates the roles of SDEs and others in initiating collaborations, strategies for intervention, aids and barriers to collaboration, relations with higher education, the organization of collaborative activities within SDEs, differences among SDEs in their level of involvement, and future plans. It is concluded that involvement of SDEs in school/college collaborations is increasing. External support of local level collaborations is important, especially in the early years of a collaboration. Commitment and pressure by state political leaders, as well as resources and environment, affect SDEs' involvement. Involvement by higher education appears to be increasing. For many SDEs, development and support of collaborative activities have generated increased responsibilities and activities, additional staff engaged in collaborative activities, and, in some cases, new organizational units to serve the demands of collaboration. (24 references) (JDD)

ED 326 168 HE 024 073

Squires, Geoffrey
Society for Research into Higher Education, Ltd., London (England).
First Degree. The Undergraduate Curriculum.
PUB DATE- 90
NOTE- 184p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Curriculum Evaluation; Curriculum Research; *Educational Objectives; *Educational Planning; *Educational Policy; Education Work Relationship; Foreign Countries; Higher Education; *Intellectual Disciplines; Learning Theories; Transfer of Training; *Undergraduate Study
IDENTIFIERS- United Kingdom

What is taught to undergraduates during the 3 or 4 years that lead to their first degree in the United Kingdom is examined. Analysis is presented in terms of theories of knowledge, the socio-economic context of higher education, and models of student development. The main thrust of the book is analytic, with several chapters exploring three main frames of reference for thinking about the curriculum and about what to teach, which are: the nature of knowledge; the culture or society of which higher education is a part; and the development of the individual student. Among the topics discussed are: (1) subject balance; (2) the size of the higher education system; (3) the arts/science dichotomy and the relationship between science and technology; (4) graduate employment; (5) the development of modular schemes; (6) the concept of screening and transferable skills; (7) the non-cognitive aspects of the curriculum; and (8) the relationship between higher education and the economy. The final chapter discusses current policies relating to the undergraduate curriculum. The book contains a glossary of terms, an index, and 347 references. (GLR)

ED 326 183 IR 014 636

Gattiker, Urs E.
Computer Technology and End-User Training: An Integration of Information Processing and Man-Machine Interface Perspectives.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Literacy; Computer Oriented Programs; Foreign Countries; Futures (of Society); Human Factors Engineering; Instructional Design; *Job Training; *Man Machine Systems; *Motivation; Postsecondary Education; Psychological Studies; Research Problems; *Skill Development

This paper provides an overview of past research on training employees for computer-mediated work. Recent literature is reviewed and critically analyzed using a four-part framework of individual differences and skill acquisition: sociodemographic factors, abilities and motivation, task constraints, and the man-technology interface. Furthermore, a conceptual framework is outlined for assessing training efforts using four dimensions: learning setting, teaching method, duration of skill acquisition and frequency of training, as well as computer ergonomics. The review of existing research indicates that most studies are based on a narrow disciplinary focus, thereby ignoring important intervening variables which might help explain learning outcomes. Several other fundamental concerns regarding existing research are identified and discussed. This article concludes with projections for the future based on past research and the present research climate. (45 references) (Author)

ED 326 465 SO 030 314

National Inst. for Educational Research, Tokyo (Japan).
A New Decade of Moral Education. A Report of the Regional Workshop (6th, January 18-31, 1990).
PUB DATE- Jun 90
NOTE- 133p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Responsibility; *Curriculum Design; *Educational Objectives; Educational Planning; Educational Policy; Educational Practices; *Excellence in Education; Foreign Countries; *Higher Education; *Socialization; Social Studies; Values
IDENTIFIERS- Asia; *Japan; Pacific Region

Moral education, alternatively called religious or values education, traditionally has been viewed in countries of the Asia and Pacific region as a significant component of the social transformation process. The report describes current efforts to exchange information on the status and implementation of moral education for this region, to identify strategies, and to develop research instruments. A synthesis of country reports presented at the workshop, an analysis of problems and issues, and conclusions and recommendations are presented. The countries reporting include: (1) Australia, (2) China, (3) India, (4) Indonesia, (5) Japan, (6) Malaysia, (7) New Zealand, (8) Papua New Guinea, (9) Philippines, (10) Korea, (11) Singapore, (12) Sri Lanka, and (13) Thailand. (NL)

ED 326 483 SO 030 477

Fort Worth Independent School District, Tex.
High School Social Studies. Sociology I, Psychology I, Advanced Social Science Problems I, World Area Studies I, and American Culture Studies IA.
PUB DATE- 90
NOTE- 115p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Studies; High Schools; Instructional Materials; Learning Activities; Psychology; *Secondary School Curriculum; Social Sciences; *Social Studies; Sociology; Student Educational Objectives; Teaching Methods; Units of Study; World Affairs

This curriculum guide, covering sociology, psychology, advanced social science problems, world area studies, and American culture studies contains the following components: a statement of philosophy and broad goals for each content area, objectives organized around broad content goals or strands, scope and sequence charts, instructional planning guides that include suggested teaching activities, sample units, bibliographies, and lists of community resources and other supplementary materials. (DB)

ED 326 108 HE 024 008

Cote, Lawrence S.; And Others

Institutional Motivation and Policy Change Associated with Land Grant Institutions' Involvement in Economic Development. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *College Role; *Economic Development; Higher Education; Institutional Mission; *Land Grant Universities; *Policy Formation; Research Projects; School Community Relationship; *School Policy; Technology Transfer
IDENTIFIERS- *ASHE Annual Meeting

A study investigated: (1) the degree of land grant institution involvement in economic development activity, defined in terms of 17 selected cooperative research and technology exchange activities; (2) changes in selected academic policies (patents, consulting, conflict of interest, conflict of commitment, and extra compensation); and (3) the factors responsible for encouraging or discouraging increased institutional involvement in economic development activity. It was hypothesized that size of operating budget, geographic region, and differences between historically black and other institutions would account for significant differences in level of involvement in economic development. Data were drawn from two surveys of the chief academic officers of the 71 United States land grant colleges and universities; missing and supplemental data were obtained from a reference publication. As of the time of preparation of this paper, neither data gathering nor analysis are yet complete, but results so far indicate increased institutional involvement in these institutions, which have a somewhat common charter mission emphasizing public service. However, the range of responses indicates that factors influencing such involvement varies considerably. Additional research, particularly regarding the possible link between increased involvement and expanded funding, is recommended. Includes 25 references. (MSE)

ED 326 152 HE 024 054

Tregear, Jonathan, Ed.
New Mexico State Univ., Las Cruces. Center for International
Programs.
Western Regional Workshop on Relevancy in Participant Training:
Proceedings (Las Cruces, New Mexico, February 28-March 1, 1988).
SPONS. AGENCY- Consortium for International Development.; New Mexico
State Univ., Las Cruces.; Tennessee State Univ., Nashville.
PUB DATE- Aug 88
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cooperative Programs; Higher Education; *International
Cooperation; *International Educational Exchange; International
Programs; Teacher Exchange Programs; Training; Training Objectives

This document reports on a regional workshop designed to examine ways that relevancy in participant training can be enhanced in the Consortium for International Development and related institutions, and to develop campus-oriented strategies to implement these methods. Papers, discussions, and work group reports are arranged under the following topics: the importance of training; understanding relevancy from the perspectives of key actors in the training process; program and service considerations in enhancing relevancy in training; developing plans to further enhance relevancy training on individual campuses; and accomplishments. Papers presented include: "Consortium for International Development Perspective" (James Collom); "Historically Black University and College Perspective" (Sammy Comer); "Who Are the Key Actors in Participant Training?" (Paul Huntsberger); "A Non-University Perspective" (Richard Affleck); "A Faculty Member's Perspective" (Jo Ellen Force); "Student Perspectives" (Jean Dakono et al.); and the keynote address by Don Dwyer. Appendices include a list of invited participants, the workshop schedule, the final evaluation questionnaire and responses, an institutional self-assessment survey, a 29-item bibliography and materials list, and a glossary of acronyms. (DB)

ED 326 198 IR 014 738

Drexler, Nancy Gadzuk; And Others
Student and Teacher Success: The Impact of Computers in Primary Grades.
PUB DATE- 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related papers, see IR 014 735-737.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Change; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Instructional Innovation; *Program Implementation; Teacher Attitudes; Teacher Role

This paper discusses the impact of computers on student learning as reported by teachers participating in a study of a computer-based language arts instructional program for the early elementary grades--the Apple Learning Series: Early Language (ALS-EL). Although they found the program difficult to evaluate, some teachers stated that the ALS-EL program had a positive impact on student writing but less impact on student reading skills. Few teachers attributed higher-level reading fluency or comprehension benefits to ALS-EL use, although most of them felt the students were gaining important computer competencies. They also reported that non-literacy outcomes such as enhanced student self-esteem, attitudes toward school, cooperative behavior, and motivation, all appeared to be positively influenced by use of the ALS-EL program. It is concluded that, although this study indicates that ALS-EL can function as a catalyst for change, contributing to the successful transformation of the learning environment, promoting creative teaching techniques, and influencing student achievement, such outcomes must be viewed cautiously given the short-term nature of the study. (21 references) (DB)

Kester, Diane Katherine Davies
Modeling the School System Adoption Process for Library Networking.
PUB DATE- 90
NOTE- 215p.; Ph.D. Dissertation, East Carolina University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Decision Making; Elementary Secondary Education; Information Networks; *Learning Resources Centers; Library Cooperation; *Library Networks; Library Planning; *Library Services; Library Surveys; *Models; Questionnaires; School Libraries; *Shared Resources and Services; *Telecommunications; User Needs (Information)

The successful inclusion of school library media centers in fully articulated networks involves considerable planning and organization for technological change. In this study a preliminary model of the stages of school system participation in library networks was developed with the major activities for each stage identified. The model follows stages from the innovation adoption and diffusion literature, and is constructed from a study of the literature, observation, and informal interviews. The model is composed of four primary aspects: technological support, financial support, human support, and anticipated activities and applications. Within each aspect, anticipated events in each of the three stages of participation in a network were identified. The population for the study included school systems in one or more of three types of networks: OCLC vendors, state regional multitype networks, and statewide school networks. A random sample of 674 school districts in 17 states with 3,613 school systems was drawn, and a questionnaire based on the preliminary stage model was mailed to district level persons responsible for school media programs, school contact persons for the library network, superintendents, or building school library media specialists. Descriptive statistics were used to provide a profile of the respondents and chi-square and gamma coefficient tests were performed on each event in the questionnaire in relation to the level of involvement reported by the respondent. Significance of the 19 events tested in the model varied when analyzed by the different variables. This model provides a guide for users to assess their own progress in the adoption of innovations and to plan for the future. Twenty-six tables, 11 figures, the survey instrument, and a 175-item bibliography are provided. (Author/SD)

ED 326 253 IR 053 359

Wilson, Myoung Chung; Edelman, Hendrik

Collection Building for Interdisciplinary Research: An Analysis of
  Input/Output Factors.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Libraries; Bibliometrics; *Faculty Publishing;
  Higher Education; *Information Utilization; Input Output Analysis;
  *Interdisciplinary Approach; *Library Collection Development;
  *Research Libraries; User Needs (Information)
IDENTIFIERS- *Rutgers the State University NJ

Collection development and management in academic libraries continue to present a considerable challenge, especially in interdisciplinary fields. In order to ascertain patterns of interdisciplinary research, including the patterns of demand for bibliographic resources, this study analyzes the input/output factors that are related to the research activities and subsequent publications of the faculty of the School of Communications, Information and Library Studies (SCILS) at Rutgers University (New Jersey). This school was studied because its mission is explicitly interdisciplinary. A list of the SCILS faculty publications was obtained through the University Computing Center, where the records of the annual survey of faculty activities are kept. The input portion of the study identified the Library of Congress classification numbers of those works that were cited by SCILS faculty who were carrying out research leading to publication. The output portion of the study identified the SCILS faculty publications by their Library of Congress classification numbers. A total of 1,622 titles were analyzed. Analyses of the data indicate that approximately 46% of the intellectual endeavor of the SCILS faculty falls outside of their own disciplinary areas. In addition to being consumers of materials from other fields, the faculty are also producers in those fields. It is imperative that selection librarians understand the fluidity of current research activities and the extent of interdisciplinary demands that are being placed upon research collections. (Author/SD)

ED 326 267 JC 910 001

Florida State Board of Community Colleges, Tallahassee.
Articulation, Fall 1989.
PUB DATE- 89
NOTE- 150p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; Enrollment Trends; Ethnic Groups; Grade Point Average; Higher Education; Majors (Students); *School Statistics; State Surveys; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida

This articulation report on the Florida State University System (SUS) provides descriptive statistics on students who were enrolled in one of Florida's 28 public community colleges prior to enrolling in their respective universities. Following an overview of articulation in Florida, a series of 15 tables are provided, presenting information on students' sex, race, age, date of entry into the university, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; and the performance of associate in arts graduates at SUS. Highlighted findings include the following: (1) in fall 1989, 59,294 former community college students were enrolled in the SUS, an increase of over 17% from 1987; (2) in 1989, female students comprised 56% of total transfers at SUS; (3) between 1987 and 1989, the percentage of white transfers decreased by 1.0% while the percentage of minority students increased slightly; (4) in 1989, 71.1% of the transfer students were in their first, second, or third year in the SUS, an increase from 71.1% in 1988 and 70.0% in 1987; (5) 82.3% of the students transferred 60 semester hours or more to the SUS; (6) 67.1% of the transfer students earned a GPA of 2.50 or better while enrolled in the SUS, an increase from 64.2% in 1987; and (7) the GPA of community college students very closely paralleled that of native SUS students. Lists of community college and university presidents and articulation officers are included. (JMC)

ED 326 310 PS 019 182

Denham, Susanne A.; McKinley, Marcia

Sociometric Nominations of Preschoolers: A Psychometric Analysis.

PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Age Differences; *Concurrent Validity; *Interpersonal Competence; Observation; *Predictive Validity; *Preschool Children; Preschool Education; Questionnaires; *Sex Differences; *Sociometric Techniques; Student Evaluation

Psychometric properties of sociometric nominations used with preschool children were examined, in order to assess their potential usefulness for concurrent and predictive assessment of the social skills and affective components of social competence. In particular, temporal stability, concurrent validity, and boundary conditions (age and gender differences) of sociometric nominations were investigated. Teacher ratings of social skills and children's observed emotions also were examined as predictors of sociometric nominations. With a mean age of 46 months, the 63 subjects were younger than those in most similar investigations. Findings demonstrated good cross-time and cross-method stability. Gender, but not age, appeared to be a moderator of nominations. Teacher ratings and the extraction of fairly stable, coherent peer status groups confirm the validity of using peer nomination measures with preschoolers. It is concluded that sociometric nominations can be used to assess younger preschoolers' social skills and social deficits. Thirty-three references and 5 tables are attached. (Author/RH)

ED 326 327 PS 019 270

Mack, Sarah L.
Prenatal Support To Educate and Counsel Pregnant Mothers with Children in a Preschool Program.
PUB DATE- 89
NOTE- 161p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Birth Weight; *Child Health; Disadvantaged; *Health Education; Incidence; *Infants; Low Income Groups; *Mothers; Parent Education; Premature Infants; *Prenatal Influences
IDENTIFIERS- *Maternal Health; *Prenatal Care

A health specialist working in a program providing health, social, and educational services to low-income children and families implemented and evaluated a practicum intervention designed to increase inner-city mothers' knowledge of the importance of ongoing prenatal care throughout pregnancy and to improve the mothers' health. A prenatal education and support program was developed. The program operated for 1.5 hours bimonthly for 8 months. A series of 15 sessions was conducted by medical professionals and educators. It was expected that all pregnant participants would: (1) learn more about prenatal care; (2) recognize wholesome, nutritious foods, as opposed to junk foods; (3) follow physicians' orders; (4) be weighed and have their blood pressure taken at each prenatal support session; (5) deliver full-term infants weighing a minimum of 5.5 pounds in 18 of 25 cases; and (6) have positive attitudes toward pregnancy. At the end of the practicum, 19 of 20 babies were born full-term and weighing at least 5.5 pounds. One infant was pre-term and delivered by caesarean section at 1 pound, 3 ounces. Related materials, comprising half the document, such as nutrition assessments and handouts in English and Spanish, logs and evaluation instruments, summaries of sessions, and a list of prenatal educational films, are appended. (Contains 30 references) (RH)

ED 326 384 SE 051 539

CEIP Fund, Inc., Cleveland, OH.

Becoming an Environmental Professional 1990. Articles from Leading Environmental Professionals on Employment and Career Trends in the 1990s--Plus Proceedings from the CEIP Fund's Annual Environmental Careers Conference, "What on Earth Can You Do?" (6th, Boston, Massachusetts, October 22, 1989).

PUB DATE- 90
NOTE- 146p.; For a related document, see ED 288 730.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Career Development; *Career Education; Conservation (Environment); *Employment Opportunities; *Environmental Education; Hazardous Materials; *International Cooperation; Land Use; Natural Resources; Recycling; Science Education; Solid Wastes

Presented in this collection are proceedings from a conference focused on how to go about preserving and protecting the environment and attended by over 120 colleges and universities and some 60 environmental organizations, as well as 10 additional articles on careers in areas related to the environment. Included in the conference proceedings are: a keynote address; 11 panel sessions on topics including hazardous waste management, recycling, jobs in land use, housing and community development, water and air pollution, careers in wildlife management, fund raising, careers in environmental education and environmental communications, and international environmental careers; and descriptions of workshop sessions. The environmental career articles also included in this publication are: (1) "The Environment Is the Future" (Maureen A. Delaney and Clarice E. Gaylord); (2) "Environmental Professionals" (Robert Ehrhardt); (3) "Becoming an Environmental Lawyer" (John Adams and Nina Sankovitch); (4) "International Environmental Protection" (Thomas Fox); (5) "Pollution Prevention" (Dana Duxbury); (6) "Minorities and Environmental Career Opportunities" (Gerry Stover); (7) "The Liberal Arts Major as Environmental Professional" (Allen Schwartz); (8) "Changing Careers" (Barbarb Gilvar); (9) "Volunteering" (Key Drake); and (10) "Observations on the Environmental Field" (John R. Cook, Jr.). (CW)

ED 326 417 SE 051 776

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

Environmental Terms--The Basics.

PUB DATE- 89
NOTE- 31p.; For related documents, see SE 051 766-777. Contains some light type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- •Dictionaries; Ecology; Educational Objectives; •Elementary School Science; Elementary Secondary Education; •Environmental Education; •Interdisciplinary Approach; Reference Materials; Science Education

One of the problems of the English language is that individual words can often convey such a breadth of meaning that people often find themselves speaking past each other. The jargon of the environment is not immune. The words included in this publication are some of those more basic to the understanding of the environment. Definitions offered here are intended to help understanding of the words themselves, understanding of other people, and the understanding of the environment as a whole. Illustrations are included in such a manner that the pages could be used as mini-posters, story starters, and motivators of student interest. Included in this guide are the definitions of 24 environmental terms on separate pages. (CW)

ED 326 449 SE 051 812

Department of Energy, Washington, D.C.

Math/Science Education Action Conference Report (Berkeley, California, October 8-10, 1989).

PUB DATE- May 90

NOTE- 86p.; This is a report of the conference co-chairmen and participants to the Math/Science Education Action Conference.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- *Academic Achievement; Cooperation; Cooperative Programs; Elementary School Mathematics; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Long Range Planning; Mathematics Curriculum; *Mathematics Education; Minority Groups; Performance; Rural Education; Science and Society; Science Curriculum; *Science Education; Scientific Literacy; Secondary School Science; Shared Resources and Services; *Teacher Education; Technology; Urban Education

The Department of Energy has a direct stake in the quality and distribution of mathematics and science education in the United States. Because the problem cannot be solved without the collaborative efforts of all key public and private parties and because the Department of Energy can make a unique contribution of facilities and human resources to the cause, a conference was convened. The year 2000 was established as the target for accomplishing the goals outlined in this document, so that the efforts will move in conjunction with those of the President and the Governors. The goals of the plan include: excellent preparation in mathematics and science for students in every grade; empowered teachers; significantly greater participation in mathematics and science education and careers for underrepresented groups; public literacy; and a competitive work force. The chairmen's recommendations and strategies for each goal are presented. The role of the Department of Energy (DOE) laboratories, DOE leadership, and federal interagency effort are discussed. The working group reports include: (1) "Teachers"; (2) "Curriculum"; (3) "Underrepresented Students"; (4) "The Math/Science Pipeline"; (5) "Inner-City and Rural Schools"; (6) "General Math/Science Literacy"; and (7) "Community and Professional Outreach." Appended are the conference agenda, staff list, bibliography, and acknowledgments. (KR)

ED 326 093 HE 023 993

General Accounting Office, Washington, D.C. Div. of Human Resources.

School Accreditation: Activities of Seven Agencies That Accredit Proprietary Schools. Briefing Report to the Chairman, Permanent Subcommittee on Investigations, Committee on Governmental Affairs, U.S. Senate.

PUB DATE- Sep 90
NOTE- 38p.; For a related document, see HE 023 992.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Higher Education; *Institutional Evaluation; *Proprietary Schools; Quality Control; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Stafford Student Loan Program

This report provides statistical data on the accreditation actions taken during fiscal years 1985 to 1989 by seven agencies that accredit for-profit or proprietary schools that may participate in the Stafford Student Loan Program. The seven agencies are: Accrediting Bureau of Health Education Schools; Accrediting Council for Continuing Education and Training; Association of Independent Colleges and Schools; National Accrediting Commission of Cosmetology Arts and Sciences; National Association of Trade and Technical Schools; National Home Study Council; and Southern Association of Colleges and Schools' Commission on Occupational Education Institutions. For each agency, the report explains the number of proprietary schools that: were currently accredited; voluntarily withdrew their applications for accreditation but were accredited by another agency; were newly accredited, reaccredited, or terminated; had their first requests for accreditation accepted, deferred, or denied; did not reapply for accreditation once their accreditation period expired; and were accredited without an on-site visit by the agency. From a review of subpoenaed data submitted by the agencies, it is concluded that the seven agencies currently accredit 5,585 proprietary schools and their branches. During the past 5 years, the seven agencies terminated accreditation for 315 proprietary schools and reaccredited 2,330 schools. Summary observations are provided for each agency. A list of nine related General Accounting Office products concludes the report. (JDD)

ED 326 122 HE 024 022

Hughes, Julie A.

The Teaching Theories of Community College Faculty. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; *College Faculty; *Community Colleges; Educational Methods; *Evaluative Thinking; Higher Education; Nontraditional Students; *Problem Solving; Student Behavior; *Teacher Attitudes; Teacher Behavior; Teacher Response; Teacher Student Relationship; *Theory Practice Relationship

IDENTIFIERS- *ASHE Annual Meeting

The study attempted to: (1) identify and examine college teachers' espoused and implicit theories of teaching, using Menges and Rando's analysis categories; and (2) explore differences between assumptions about traditional and non-traditional students when college teachers based their diagnoses of problematic events on untested speculations. Faculty (N=69) from a metropolitan community college in the midwestern United States were interviewed. Analysis indicated that, overall, a majority of the participants (57%) espoused content theories (CT), 23% subscribed to motivation theories (MT), and 20% indicated adherence to process theories (PT). The majority of the participants (65%) used assumptions to diagnose problematic events and responded by defaulting (68%). There was a significant relationship between espoused theories and diagnoses, but no significant relationship between teaching area (college-parallel or career) and espoused theories, diagnoses, or actions. The results of the study were consistent with some of the findings of Menges and Rando: the majority of college teachers relied on assumptions to diagnose situations that were not proceeding as anticipated. Many participants, especially the CT teachers, attributed more positive characteristics to non-traditional students than to traditional ones, and the extent to which participants relied on untested assumptions for diagnosis and action in problematic situations involving students is a cause for concern. Contains 10 references. (GLR)

International Federation of Library Associations, The Hague (Netherlands).
IFLA General Conference 1988. Opening and Plenary Sessions. Papers.
PUB DATE- Sep 88
NOTE- 9p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (54th, Sydney, Australia, August 30-September 3, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Books; *Information Sources; *Library Cooperation; *Library Role; Preservation; *Reading

Focusing on the conference theme "Living Together: People, Libraries, Information," the opening speech of the 54th International Federation of Library Associations (IFLA) General Conference was presented by association president Hans-Peter Geh. This paper reflects on: (1) the significance of holding the conference in Australia; (2) the role of libraries in the integration of cultural differences into one polity; (3) the interdependence of countries and increased demand for information worldwide; (4) the history, importance, and future of the book as the most important vehicle for the dissemination of information and for the exchange of knowledge, opinions, and ideas; (5) the promotion of reading and the fight against illiteracy; and (6) the intensive cooperation between Unesco and IFLA and their nongovernmental organizations; (7) the 1988 fire in the library of the Leningrad Academy of Science; and (8) the 1988 revival of Egypt's Alexandrina Library. The plenary paper, "IFLA in the Antipodes: A Regional Perspective" (Warren Horton, National Library of Australia), discusses the Year of the Reader Programme to be mounted in Australia in 1990; information planning in Australia over the previous 5 years; and progress toward a national information policy for Australia. Both English and German versions of the opening speech are provided. (CGD)

ED 326 225 IR 053 139

Lindsay, John
Kingston Polytechnic, Surrey (England). School of Information Systems.

Information for Developing Countries: Definitions, Institutions and Issues. A Contribution towards Forming an Understanding of the Potential for Consultancy, Marketing and Training Related Activities. Kingston Polytechnic School of Information Systems Research Report 87-3.

SPONS. AGENCY- British Library, London (England).
PUB DATE- 87
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Foreign Countries; *Information Networks; Information Science; *Information Technology; International Programs; *Professional Training; *Technological Advancement; Users (Information)
IDENTIFIERS- Belgium; *England; France; Germany; Scandinavia; Switzerland

This paper reports on the emerging market in information on development-related activities in terms of the European capacity in databases and information networking. The first of its two parts addresses issues that are emerging consequent to the introduction of information technology in developing countries. Problems of definition and interest in the area of information for development are explored; information users are described; and types of information involved are defined. Major institutions in Great Britain concerned with library and information science, documentation, and computer science are identified, and similar institutions in West Germany, France, Scandinavia, Belgium, and Switzerland are briefly mentioned; a table lists the names and addresses of British institutions. The second part outlines recent progress of each of the 13 British member agencies of the Information and Documentation Working Group of the European Association of Development, Research, and Training Institutions in introducing information technologies in their organizations. Progress by other institutions is also noted. Information systems and databases are briefly reviewed, as are training courses in Britain that focus on information technology and development planning. (SD)

ED 326 281 JC 910 015

Saint Petersburg Junior Coll., Fla.
CLAST Comparison, October 1989 and March 1990.
PUB DATE- Aug 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Achievement Tests; College Students; College Transfer Students; Community Colleges; Comparative Analysis; Degree Requirements; Educational Testing; Ethnic Groups; *Minimum Competency Testing; Scores; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *College Level Academic Skills Test; Exit Testing; *Florida

In 1990, a study was conducted to compare the College Level Academic Skills Test (CLAST) passing rates of St. Petersburg Junior College (SPJC) students with those of other Florida community college students and students from state universities. The SPJC samples consisted of 756 students who took the CLAST for the first time in October 1989 and 1,134 students who took the CLAST in March 1990. Study findings included the following: (1) among the 1990 cohort, 63% of the SPJC students, 49% of community college students statewide, and 77% of the state university students passed all four subtests of the CLAST; (2) among the 1989 cohort, 66% of the SPJC students, 59% of community college students statewide, and 76% of the university students passed all four subtests; (3) community college students completing 60 or more credit hours had higher overall pass rates than did students completing less than 60 credit hours; (4) among 1989 SPJC test-takers, 57.4% were females, 89.9% were white, 70.8% were working towards an Associate of Arts (AA) degree, and 68.8% had earned 60 or more semester hours of credit; (5) SPJC students with less than 60 credit hours had higher pass rates on the essay subtest than students with more than 60 hours; (6) though the percentage of students passing all four subtests increased as grade point average (GPA) increased, having a high GPA did not guarantee CLAST success nor did having a low GPA mean that a student would not pass all four subtests; and (7) no student who had three or four subtests to retake passed all areas successfully. (GFW)

ED 326 342 RC 017 821

REAL Enterprises, Inc., Athens, GA.
Georgia REAL Enterprises: Rural Entrepreneurship through Action Learning.
PUB DATE- 22 Nov 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Business Education; *Community Development; Economic Development; Economic Opportunities; Entrepreneurship; Rural Areas; Rural Development; *Rural Education; Secondary Education; *Small Businesses
IDENTIFIERS- *REAL Enterprises; *School Based Development Enterprises

This document describes REAL Enterprises, an economic education consortium working to assist young people to research, plan, set up, own, and operate economically viable small businesses in Georgia, North Carolina, and South Carolina. The program was developed with the following goals: (1) to help rural schools become effective business incubators and community-development organizations; (2) to help participants develop economic literacy, entrepreneurship skills, and business management skills; (3) to help expand the local employment base by creating businesses that benefit the rural economy; and (4) to help rural students develop greater self-esteem and complete their schooling, and become productive citizens. The document describes the nature of school-enterprise programs by defining, in parallel columns, what they are and what they are not, and explains their value, benefits, and operation in a series of questions and answers. Once a school system is interested in starting a program enterprise, it must arrange agreements, provide the initial entrepreneurship courses, and work with the state REAL Enterprise program to come up with a business plan. Each participant in the program--the student, the teacher, the school, the board of education, and REAL Entrprises--has certain responsibilities under the program. The document briefly describes REAL Enterprise programs in Georgia, North Carolina, and South Carolina. (TES)

ED 326 356 RC 017 898

Ministry of Education, Bangkok (Thailand).
Innovation in Construction of Small Secondary Schools in Thailand. Educational Building Report 19.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE- Apr 90
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Building Design; Construction Programs; Design Requirements; Educational Facilities Planning; Foreign Countries; Questionnaires; Rural Schools; *School Buildings; *School Construction; Secondary Education; *Secondary Schools; *Small Schools; Structural Elements (Construction)
IDENTIFIERS- Thailand

In 1987, a project was initiated in Thailand to develop a prototype to be used as a standard design for the construction of rural secondary schools in all areas of the country. The project had three objectives: (1) to derive architectural designs for classroom and auxiliary buildings that could be constructed within available budgets and would be suitable for the various geographical conditions; (2) to determine a suitable total school building size based on the optimal areas for classrooms and specialized rooms; and (3) to develop teamwork and brainstorming techniques between the many professionals and officials responsible for school development. Based on data from a survey of small-school administrators and regional supervisors as well as on ideas that emerged from a seminar held early in 1987 and attended by administrators, educators, architects, engineers, and budget officials, the report describes the design for the construction of small-sized schools with an accommodation capacity of up to 9 classes of students in a 3-3-3 enrollment pattern. The design was to be such that it could be constructed in three one-year phases on the basis of the fiscal year cycle and within a pre-determined cost ceiling. The resulting design is flexible; it can be used on a 1-1-1 or 2-2-2 enrollment pattern with the capability of later expansion and can be built according to the local topographical features and the construction skills of local workers. Construction of an actual prototype began in October 1988 and was completed in June 1989 in Uthai Thani. Various diagrams, sketches, and floor plans illustrate the text, and cost analyses for the different enrollment patterns are provided. Appendices include data on the schools in Thailand and a copy of the questionnaire used to assess existent school conditions and projected needs. (ALL)

ED 326 369 RC 017 922

DeSue, Clarence E., Jr.

Improving the Attendance and Performance of Secondary Students under Court Order To Attend School.

PUB DATE- Jul 90

NOTE- 67p.; Educational Specialist degree Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Attendance; Court Litigation; *Dropout Prevention; Dropout Programs; Dropout Rate; *High Risk Students; High Schools; High School Students; *Intervention; Mail Surveys; *Potential Dropouts; Rural Schools; School Counseling; *Special Needs Students

IDENTIFIERS- Florida

Helping reduce the dropout rate and improving the school attendance of high-risk students who were under court sanction to attend school was the focus of this practicum conducted in a rural community in the northeast region of Florida. The project was necessary because: (1) existing youth services handled individuals adjudicated as delinquent without regard to barriers inherent in a rural community; and (2) the existing programs were insensitive to the specific educational needs of the group. The targeted group consisted of 8 students above the age of 15, who were in a school program or ordered to participate in a school program by the courts. Intervention strategies were used to encourage the students to continue their education while keeping the court rulings. These strategies included: (1) assessing the students' levels of progress through guidance; (2) educational and supportive counseling; (3) home visits with the parents; and (4) advocating for the students' needs in the school environment and community. The 10-week project provided the opportunity for coordinated services to the targeted youth, and for improving their enrollment and attendance. The goal of the program to have 40% of the students actively attending school or school work programs for 50% of the time, were accomplished, despite the withdrawal of three students for nonattendance. This document includes samples of forms and surveys and cites 15 references. (ALL)

Fraser-Abder, Pamela; And Others

Towards an Appropriate Agenda for Research and Action: Preservice Science Teachers' Views of Urban High Schools.

PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Females; High Schools; Museums; *Preservice Teacher Education; Science Education; Science Fairs; *Science Teachers; *Secondary School Science; *Student Attitudes; Teaching Methods; *Urban Education; Zoos
IDENTIFIERS- *Informal Education

This paper focuses on the status of science teaching and learning in 20 secondary schools in an urban community which caters to an extremely diverse multicultural student population and the research needed to improve science teaching and learning in such a setting. This research was conducted to provide pre-service teachers with an insight into the realities of teaching and learning in an urban setting. The areas discussed include: (1) attitudes and concerns of urban science teachers; (2) the secondary science curriculum; (3) attitude of urban students to science; (4) strategies for improving science education; (5) out of school projects aimed at making science relevant; and (6) research needed to improve science teaching and learning. Data were collected from 200 students, 50 science teachers, science teacher associations, the Department of Education, journal articles, and science educators. (Author)

ED 326 433 SE 051 795

Ndunda, Mutindi Mumbua Kiluva

'Because I Am A Woman": Young Women's Resistance to Science Careers in Kenya.

PUB DATE- Jul 90
NOTE- 131p.; M.Ed. Thesis, Queen's University, Canada.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Career Awareness; *Females; Foreign Countries; High Schools; Qualitative Research; *Science Education; *Secondary School Science; Sex Bias; *Single Sex Schools; Student Attitudes; *Womens Education
IDENTIFIERS- *Kenya

Using the perspective of gender, this study examines the views of science and science-related careers held by students in Kenya. The study is directed at exposing the experiences that girls have of school science education within the historical and cultural context of Kenyan society. The rationale for the study draws on findings showing that education for women in Kenya lags behind that for men, particularly in science education. The study involves 20 students (16 females and 4 males) from 2 schools in Nairobi (Kenya). The students were in their third year of secondary education and studying pure science subjects. The data, which consists of 30 interviews and 2 classroom observations, were collected during a 3-month period in the summer of 1989. The data were analyzed and explored for factors which could deter female students from studying science in high school and from pursuing science and science-related careers. The study showed that boys' and girls' experiences of school science education differ in specific and gender related ways. These differing experiences affect directly boys' and girls' self-perceptions of their ability to study science in high school and to pursue science and science-related careers. Girls in the co-educational school were more likely than boys to have negative experiences of science education. Girls in the single-sex school reported positive experiences with science and held more egalitarian views about women's ability to study science and to pursue science-related careers. Analysis of the data suggests an overall interpretation that young women resist science careers because of the potential conflict with their future roles as wives and mothers in Kenyan society. (Author/CW)

ED 326 484 SO 030 481

Coltman, Sharon Jane G.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Rainbow Around the World: A Multisensory Global Spectrum of Societal Interdependence for Primary Children.

PUB DATE- 87
NOTE- 50p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Citizenship Education; *Cross Cultural Studies; *Cultural Awareness; Cultural Interrelationships; Elementary Education; Global Approach; *Intercultural Communication; International Education; Learning Activities; *Multisensory Learning; *Teaching Methods; World Affairs

This practicum implemented a 13-week multisensory-based unit of study designed to assist the 25 first grade students in the target population in developing good citizenship. Opportunity for the students to glean an understand that sharing and caring, and interdependence, the major components of good citizenship, are universal necessities was provided. For, as various countries of the world were focused, the similar need for and reality of personally oriented, nationally oriented, and globally oriented interdependence, and sharing and caring were explored. To facilitate a more assured optimum opportunity for the students to develop these understandings, auditory, visual, tactual, and kinesthetic learning activities and devices were very carefully designed and staggered throughout the length of the program. Evaluation at the conclusion of the 13-week program indicated that success had been achieved, with all students attaining 72 percent or higher posttest scores and at least a 13 percent gain over the pre-treatment scores. Appendices include test scores of the target population, evaluation design, teacher survey, student activity samples, and correspondence generated by the project. (Author)

International Task Force on Literacy, Toronto (Ontario).
International Literacy Year 1990: A Call To Action from the International Task Force on Literacy.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Foreign Countries; *Global Approach; Information Dissemination; International Cooperation; International Organizations; *International Programs; *Literacy Education; Nontraditional Education; Research Needs; Resource Allocation; *Self Efficacy; Womens Education
IDENTIFIERS- *International Literacy Year

The International Task Force on Literacy, a coalition of non-governmental organizations, calls on other non-governmental organizations, governments, and heads of state to join its commitment to literacy and related principles. An introductory section links mass illiteracy to poverty, structural injustice, and economic marginalization, and focuses on female literacy as an educational priority. Literacy is then defined more precisely, and subsequent sections address specific issues, including program needs for women's literacy, the concept of learner involvement as empowerment, and, more briefly, mobilization of resources, involvement of non-governmental organizations, creation of public awareness, and research and evaluation needs. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 326 137 HE 024 037

Pezzullo, Thomas R.; And Others

Fund Raising in Higher Education: Ethical Questions. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Donors; *Ethics; Financial Problems; *Fund Raising; *Higher Education; *Institutional Advancement; *Moral Values; *Private Financial Support; Social Values

IDENTIFIERS- *ASHE Annual Meeting

This paper discusses five issues in values and ethics relating to educational fund raising: (1) how should fund raising relate to the overall priorities of the institution? (2) what is the proper relationship between the institution and the donor? (3) what information is the institution obligated to present or make available with respect to its fund raising? (4) when should a gift be refused? and (5) what are the professional obligations of fund raisers to their institutions and to their larger communities? Six case study examples are appended for discussion. (27 references) (JDD)

ED 326 169 HE 024 074

Williams, Gareth
Organisation for Economic Cooperation and Development, Paris (France).
Financing Higher Education. Current Patterns.
PUB DATE- 90
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Educational Finance; Financial Needs; Financial Support; Foreign Countries; *Fund Raising; Higher Education; *Paying for College; School Funds; School Support; *Student Financial Aid; Student Loan Programs; Trend Analysis
IDENTIFIERS- Europe; Organisation for Economic Cooperation Development

The nature of the changes in the patterns of financing and control of higher education systems which have been observed in the Organisation for Economic Cooperation and Development (OECD) countries over the last decade are discussed. In particular, the report analyzes the links between expenditure patterns, costs and efficiency in higher education in relation to the mechanisms by which institutions receive funds, and examines these areas against the background of changing policies for public financing. The report draws extensively on a series of country case studies prepared specifically for the analysis. The first chapter provides background information and discusses models and concepts. Additional chapters examine the following areas: (1) the existing arrangements and recent trends in the funding of higher education institutions in the studied OECD countries; (2) the variety of schemes of student financial support in the OECD member countries taking part in the study; (3) funding mechanisms and the functions of higher education institutions; and (4) future prospect and policy implications based on current observations. Contains six tables of analytical data and a resource list of national reports. (GLR)

ED 326 184 IR 014 648

Baker, Eva L.; And Others

California Univ., Los Angeles. Center for Technology Assessment.

The Apple Classrooms of Tomorrow: 1989 Evaluation Study.

SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.

PUB DATE- 90

NOTE- 40p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Achievement; Achievement Tests; Attitude Measures; *Computer Assisted Instruction; Educational Assessment; Elementary Secondary Education; *Instructional Effectiveness; Microcomputers; Parent Attitudes; *Program Evaluation; Questionnaires; *Student Teacher Attitudes; *Writing Achievement

IDENTIFIERS- *Apple Classrooms of Tomorrow

This report discusses in detail the 1988-89 evaluation study developed by the University of California at Los Angeles Center for Technology Assessment and the Apple Classrooms of Tomorrow (ACOT) administration for the purpose of determining the impact of the ACOT project on students, teachers, and parents. Both student achievement in writing and student attitudes toward computers were measured, together with teacher attitudes about curricular practices, student's achievement, and occupational stress, and attitudes of parents about the impact of ACOT on their children. Measurement instruments on attitudes were primarily questionnaires. A norm-referenced achievement test in basic skills and educational development was used to establish a basis for comparison, and a study of written composition was used to rate writing achievement. Results indicate that: (1) there is inconclusive evidence for ACOT contributing to students' achievement at a level beyond that of conventional instruction; (2) the ACOT project neither undermines student interest and motivation, nor enhances affective aspects of their school experience; (3) in spite of the amount of variability among those who responded, it can be determined that ACOT teachers experience considerable personal and professional impact; and (4) response bias among parents limits the ability to infer ACOT effects on parents' views or home activities. Overall satisfaction with the children's progress was reported, and computers appeared to be increasingly integrated with home activities. It is concluded that assessment of ACOT requires new documentation and evaluation tools capable of measuring the complexities of ACOT effects. (DB)

ED 326 466 SO 030 431

Newmann, Fred M.
National Center on Effective Secondary Schools, Madison, WI.;
Wisconsin Center for Education Research, Madison.
The Relationship of Classroom Thoughtfulness to Students' Higher Order Thinking: Preliminary Results in High School Social Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Ability; *Classroom Environment; Classroom Observation Techniques; *Classroom Research; Educational Research; High Schools; Skill Development; *Social Studies; *Student Evaluation; *Thinking Skills
IDENTIFIERS- *Classroom Thoughtfulness

An approach to the assessment of classroom thoughtfulness is presented. The approach recognizes the importance of in-depth knowledge, intellectual skills, and dispositions; it also emphasizes general qualities of discourse such as teachers posing higher order challenges and students giving reasons. The approach is contrasted with those that attempt to prescribe highly specific instructional procedures for teaching discrete thinking skills or specific bodies of content. The classroom observation scheme was used to assess levels of thoughtfulness in 39 diverse 9th grade social studies classes in 7 midwest high schools during the academic year 1988-1989. At the end of the year, students read two pages of background information on a constitutional issue and completed a written exercise asking them to state and to defend their position. Although teachers had not prepared students for such an exercise, the persuasiveness of student reasoning on the constitutional issues was strongly associated with the level of classroom thoughtfulness to which students were exposed, even after controlling for student scores on a pre-test of social studies knowledge, a pre-test of writing, student grade point average, race, sex, parents' education, and the racial and ability composition of the class. The design did not allow demonstration of a clear causal effect, but the evidence is consistent with the conclusion that general qualities of classroom discourse over a wide range of subjects affect student performance in higher order thinking. A 31-item bibliography is included. (Author/DB)

ED 326 109 HE 024 009

Aper, Jeffery P.

The State and Higher Education: A Model for Higher Education Policy Studies. ASHE Annual Meeting Paper.

PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Budgets; Comparative Analysis; *Educational Policy; *Government School Relationship; *Higher Education; Models; *Policy Formation; Political Influences; Postsecondary Education as a Field of Study; Public Agencies; *Public Policy; State Boards of Education; State Colleges; *State Government
IDENTIFIERS- *ASHE Annual Meeting; *Policy Analysis

A systems model for the study of state higher education policy is adapted to reflect structural relationships within and among key units of government and organizations informally involved in the policy-making process, as well as more fluid political and economic contextual elements that mediate and shape the interaction between them. The model is viewed as three-dimensional, composed of the structural or organizational aspect, the contextual dimension, and the conventional sequence of public policy process. The structural dimension consists of units and the forces and linkages occurring between them. Contextual factors include five variables: (1) powers of the state board; (2) state officials' attitudes toward higher education; (3) the state budget situation; (4) the historic relationship between the state and higher education; and (5) the state's political mood. The public policy process includes problem-structuring, policy formation, implementation, and evaluation. Development and refinement of the model is continuing, with the objective of providing a useful and valid conceptual framework for the study and comparison of policy-making for state systems of higher education. Includes 25 references. (MSE)

ED 326 153 HE 024 055

Adelman, Clifford
Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

A College Course Map: Taxonomy and Transcript Data. Based on the Postsecondary Records, 1972-1984 of the High School Class of 1972.

PUB DATE- Oct 90
NOTE- 260p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; *Classification; *Codification; Courses; *Course Selection (Students); Data Analysis; Degrees (Academic); Demography; Higher Education; National Surveys; *Postsecondary Education; Statistical Data; Student Attrition; Student Characteristics; Student Experience
IDENTIFIERS- *Classification of Instructional Programs

This document, a byproduct of the National Longitudinal Study of the High School Class of 1972, provides data on what postsecondary courses are actually taken both by school completers and school leavers, based on analysis of postsecondary transcripts from 1972 to 1984 of 12,600 students graduating from high school in 1972. Also presented is a revised Classification of Instructional Programs (CIP) coding system based on recoding the 485,000 instances of course-taking in the sample. The tentative new taxonomy and decision rules were reviewed by faculties in the appropriate fields prior to final application. Data from the study are presented in tabular form and include the following: percentage of students completing undergraduate courses in 1,037 course categories; percentage of students completing undergraduate courses in 103 aggregate course categories; and distribution of all completed courses by type of institution. Additional data presented cover: basic demography and high school backgrounds of students; highest degree earned; college scholarship support; basic demography of 2/4-year and transfer attendance patterns; date of bachelor's degrees; date of associate's degrees; course of study and degrees earned beyond the bachelor's; and college experiences/attainments. (DB)

ED 326 199 IR 014 739

Preston, Nancy R., Comp.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Hypermedia: Design and Application. A Select ERIC Bibliography Prepared Especially for the National Conference and Exhibition of the American Association of School Librarians (5th, Salt Lake City, Utah, October 18-22, 1989). Mini-Bib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Databases; *Educational Technology; *Hypermedia; Research and Development

The nine references in this bibliography were selected through a computer search of the Educational Resources Information Center (ERIC) database. The following titles are included: (1) "Multimedia in Education" (Sueann Ambron and Kristina Hooper); (2) "Hypermedia in Academia" (Robert Beck and Donald Spicer); (3) "Design Considerations for Hypermedia Systems" (Brian Gaines and Joan Vickers); (4) "Authoring Considerations for Hypertext" (Greg Kearsley); (5) "Hypermedia and Learning: Freedom and Chaos" (Gary Marchionini); (6) "Hypertext and Information Retrieval" (Karen Smith and others); (7) "Hypermedia: Breaking the Tyranny of the Text" (Kay Vandergrift); (8) "Language Learning and Hypermedia" (John Underwood); and (9) "Intermedia: A System for Linking Multimedia Documents" (Nicole Yankelovich). Annotations are provided for each of the articles listed. (DB)

ED 326 254 IR 053 486

Menendez, Miguel; And Others
Florida International Univ., Miami. Libraries.
Promotion: Responsibilities, Policies and Procedures.
PUB DATE- Jan 90
NOTE- 50p.; Prepared by the Promotion Criteria Committee.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Committees; *Evaluation Criteria; Higher Education; *Job Performance; *Library Administration; Library Personnel; *Personnel Evaluation; Professional Recognition; *Promotion (Occupational)
IDENTIFIERS- Florida

Designed by librarians and administrators of the Florida International University in compliance with the requirements of the Florida Board of Regents, this document contains a list of responsibilities, policies, and procedures for the promotion process in library administration. It is noted that the promotion decision is one of the most important decisions in which a professional in higher education may be involved, and therefore should be conducted in a positive atmosphere with adequate provision of time and other resources. The following topics are covered: (1) responsibilities of participants, including individual librarians, their colleagues, department head/supervisor, library director, promotion committee, and president; (2) promotion policies, including basic criteria such as education, experience, and job performance, as well as specific criteria by rank and policies governing the composition of the promotion committee; and (3) promotion procedures, including documentation, application for promotion, promotion file contents, job performance evaluation, and meetings of the promotion committee. Appendices include a form for promotion recommendations, a candidate's promotion application form, instructional and research class specifications for specific positions, and a list of research, scholarly, or creative activities that would count toward promotion together with definitions of each. (DB)

ED 326 268 JC 910 002

Florida State Board of Community Colleges, Tallahassee.
Report for Florida Community Colleges: The Fact Book, 1989-90.
PUB DATE- 90
NOTE- 149p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; *School Statistics; State Surveys; Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Florida

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present. Next, the report presents statistical tables on the state's community college students, covering: (1) annual student enrollments from 1948 through 1989; (2) fall 1989 headcount enrollment summary by ethnicity and gender; (3) 1988-89 full-time equivalent (FTE) enrollment by college, term, discipline, and program; (4) annual FTE by term for each year from 1984-85 through 1988-89; (5) annual headcount enrollment in vocational programs, supplemental and apprenticeship courses, adult general and community instructional services programs; (6) student acceleration; (7) degrees and other formal awards in 1988-89; and (8) available vocational programs. The next series of tables provides salary data for instructional and non-instructional personnel, and information on the number of college employees by sex and ethnicity in fall 1989. Finally, financial data are presented on the system's beginning balance, revenues, expenditures, and costs of instruction and support programs. A glossary of terms, the names of the system board of directors and various other system personnel, and a list of the system colleges and their addresses are included. (JMC)

ED 326 311 PS 019 193

Elkind, David
Early Childhood Education.
PUB DATE- 87
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Early Childhood Education; Educational Development; *Educational History; *Educational Objectives; *Educational Policy; Educational Practices; *Educational Principles; Educational Theories; Learning Processes; *Outcomes of Education; Research Needs

In five sections, this paper explores dimensions of early childhood education: schooling generally construed as nonparental instruction in knowledge, values, and skills. Section 1 looks at some of the factors which have contributed to the rapid growth of early childhood education in modern times. Section 2 briefly highlights the contributions of some of the major figures in contemporary early childhood education, including Heinrich Pestalozzi, Frederich Wilhelm Froebel, Maria Montessori, John Dewey, Sigmund Freud, Erik H. Erikson, and Jean Piaget. Section 3 reviews the basic parameters of early childhood education, dealing in turn with the learner, the learning process, and the nature of knowledge. Section 4 briefly delineates the aims of early childhood education. Section 5 discusses pedagogical issues in early childhood education. Section 6 highlights some of the major research issues raised by the rapid growth of early childhood education in the United States today. Section 7 considers public policy issues. Concluding remarks emphasize that to further build on the increasing acceptance of developmentally appropriate programs, policies should be passed and implemented that promote practices enabling all children to leave the early grades feeling good about themselves, learning, and schooling. (RH)

ED 326 328 PS 019 271

Kunesh, Linda G.
North Central Regional Educational Lab., Elmhurst, IL.
A Historical Review of Early Intervention.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) a
DESCRIPTORS- Compensatory Education; Day Care; *Early Childhood Education; *Early Intervention; *Educational History; *Educational Theories; Kindergarten; Montessori Method; Nursery Schools; *Special Education; Young Children
IDENTIFIERS- Montessori Schools; *Research Results

The separate yet related fields of early childhood education, compensatory education, and early childhood special education have formed the roots of early intervention. All three fields have contributed to the formation of a rationale for early intervention. This paper traces the history of early intervention. The first section reviews four movements in early childhood education: (1) the kindergarten movement; (2) the Montessori movement; (3) the nursery school movement; and (4) the day care movement. The second section reviews the history of compensatory education pertinent to young children. Early childhood special education is reviewed in the third section. The fourth (and final) section reviews the contributions of selected theorists and researchers that have provided the bases for a rationale for early intervention and have influenced the three fields of education mentioned above. It is argued that the events and individuals discussed have paved the way for what is now considered a "Zeitgeist," that is, the trend of thought and feeling that early intervention is indeed a viable strategy for reducing or eliminating the risk of academic failure for large numbers of children. A list of 173 references is included. (Author/RH)

ED 326 385 SE 051 719

Bobbitt, Sharon A.
National Center for Education Statistics (ED), Washington, DC.

Characteristics of Mathematics and Science Teachers.

PUB DATE- 19 Apr 90
NOTE- 28p.; Results presented in this paper are from the new National Center for Education Statistics Schools and Staffing Survey. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Mathematics Education; *Mathematics Teachers; *Private Schools; *Public School Teachers; Science Education; *Science Teachers; Teacher Background; *Teacher Characteristics; Teacher Qualifications

Teachers of elementary and secondary mathematics and science have been the focus of increased attention in recent years. The Schools and Staffing Survey, conducted by the National Center for Educational Statistics in school year 1987-88, provides an opportunity to look at the characteristics of the professional men and women currently responsible for providing mathematics and science education to children in the United States. The analysis reported in this paper was performed on about 13,000 public and private school teachers who indicated that their teaching assignment included mathematics or science in grades 7-12. Presented are selected findings, technical notes, and tabular representations of the data analyzed in this study. Discussed are the distribution of teachers, teaching experience, educational experience, and problems reported by the teachers in the sample. (CW)

ED 326 418 SE 051 777

Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.

From Classroom Teacher to Field Trip Leader. Hints for Getting There.

PUB DATE- 88
NOTE- 19p.; For related documents, see SE 051 766-776.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Objectives; *Elementary School Science; Elementary Secondary Education; *Field Studies; *Interdisciplinary Approach; Science Activities; Science Education; *Secondary School Science; *Teaching Guides

The idea of leaving the classroom and taking students outdoors where no structural boundaries exist can be unnerving for some teachers. Field trip experiences and out-of-the-classroom experiences are important for students. It takes concrete experiences for the students to understand and retain concepts and terms they have read and discussed in class. This document lists general responsibilities and helpful hints for leading outdoor field experiences. The guide discusses teaching techniques, available community study units, and steps for arranging and leading field trips. Appended are a request for special bus transportation with policy, and a sample parent permission form. (CW)

ED 326 094 HE 023 994

Abraham, Ansley; Jacobs, Walter
Southern Regional Education Board, Atlanta, Ga.
Black and White Students' Perceptions of Their College Campuses.
PUB DATE- 90
NOTE- 112p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Black Students; College Choice; College Students; Educational Environment; Higher Education; Minority Groups; Participant Satisfaction; Racial Attitudes; Racial Factors; *Racial Relations; Regional Attitudes; *Social Influences; *Student Attitudes; Student Recruitment; *White Students
IDENTIFIERS- *United States (South)

The report describes the perceptions of nearly 5,000 black and white college students out of 15,000 students who attend 20 historically black and 20 predominantly white institutions in the southern United States. The report is based on students' responses to a survey of: racial attitudes and opinions; satisfaction with the institution they attend; academic and social climate on campus; factors they believe are important in choosing a college; and factors important in recruiting minority students. Evidence in the study suggests that a student's race may not be the major factor in determining his or her opinion or perception about campus climate. Opinions or perceptions were more often determined by the student's membership in the minority or majority group on campus and, to a lesser extent, by the type of institution he/she attends. Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students placed more importance on information they received from college recruiters than did white students. Overall, students seemed to be open-minded toward relations between the races. Many white students did not believe that black students should receive special considerations because of their minority status. (JDD)

ED 326 138 HE 024 038

Blake, Veronica M.; Dinham, Sarah M.

Academic Tasks as the Representation of Content in Postsecondary Teaching. ASHE Annual Meeting Paper.

PUB DATE- Nov 90

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *College Curriculum; Content Analysis; *Course Content; Curriculum Development; *Educational Strategies; Higher Education; *Instructional Design; Student Experience; Student Participation; *Student Projects; Student Research; Teacher Attitudes; Teacher Role

IDENTIFIERS- *ASHE Annual Meeting; Content Learning

This study examined W. Doyle's notion of academic task as content representation in the college setting, examining the products students were asked to produce, the operations they were required to use in order to produce those products, the cognitive operations required and resources available, and the accountability system involved. Interviews were conducted with seven undergraduate-to-doctoral level teachers who were teaching a particular course for the first time. Detailed findings are presented from one case as an example of the teacher's view of the purpose of the course, the design of student tasks, and the thinking that accompanied the process. Across the seven participants, three themes emerged: (1) task systems were designed to engage students with course content in a thoughtful way throughout the semester and to allow them to synthesize that course content at the end of the semester; (2) learning through doing emerged as an implied instructional theory; and (3) task design served as a mirror of the way students are expected to think in the discipline. These three themes yielded two major conclusions: (1) academic tasks provide the vehicle for knowledge transformation, so that the course content can be comprehensible to students, and (2) through academic tasks students perform the activities necessary for assimilating and comprehending course material. (17 references) (JDD)

ED 326 239 IR 053 344

New York State Library, Albany.
Uncovering Information: Subject Access to Information in Libraries.

PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Academic Libraries; *Cataloging; *Classification; Elementary Secondary Education; Expert Systems; Gateway Systems; Government Publications; Higher Education; Hypermedia; *Indexing; Information Retrieval; Learning Resources Centers; *Library Automation; Library Education; Library Standards; *Man Machine Systems; *Online Catalogs; Online Searching; State Libraries; Technological Advancement
IDENTIFIERS- Authority Control (Information); New York; *Subject Access to Information

The 16 articles in this theme issue focus on ways in which libraries provide subject access to their collections in a fast-changing technological environment: (1) "Uncovering Information" (Neal K. Kaske and Peter Paulson); (2) "The New York State Library's Evolving Public Access Catalog" (Alexandria Wolff and Jean Hargrave); (3) "Online Access to Subject Information at Rensselaer Polytechnic Institute" (Liz Lane); (4) "From Backwater to Mainstream: Government Publications in the Online Catalog" (Mary Redmond); (5) "Technical Standards: A Common Ground" (Walt Crawford); (6) "Hypermedia-Enhanced Subject Access to Children's Materials" (Florence E. DeHart); (7) "Interactive Authority Control" (Edward O'Neill); (8) "Dewey Into the 90s" (Peter J. Paulson); (9) "Classification and Cataloging Education" (Judith Hopkins); (10) "Classification Online and the Quest for Knowledge" (Richard S. Halsey); (11) "Appropriate User Interfaces for Subject Searching in Bibliographic Retrieval Systems" (Charles R. Hildreth); (12) "Displaying Materials in an Interdisciplinary Online World: New Approaches" (Joseph R. Matthews); (13) "Information--A Changing Resource" (John J. Regazzi); (14) "Future of Subject Searching" (Richard T. Sweeney); (15) "Expert System Interface Software in Microcomputer Workstations" (William H. Mischo); and (16) "New Challenges in Helping Students Uncover Information: The Learning Disabled Student" (Marian Traina Power, Carol Rundlett, and Myra David). Eight of the articles include references. (SD)

Saint Petersburg Junior Coll., Fla.
Trends in Student Enrollment.
PUB DATE- Nov 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Trends; Ethnic Groups; Full Time Students; Longitudinal Studies; Minority Groups; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Florida

Fall 1990 headcount enrollment statistics were gathered for three St. Petersburg Junior College (SPJC) (Florida) campuses (i.e., Clearwater, Tarpon Springs, and St. Petersburg) and compared with data for the previous 3 years. Focusing on degree credit enrollments, the study found that: (1) the total number of students increased collegewide from 16,599 in fall 1987 to 18,719 in fall 1990, with two of the three campuses decreasing in enrollment during this period, and one increasing (headcount enrollment figures for the Health Education Center are provided in a graph); (2) 67.8% of the fall 1990 SPJC students were enrolled in college transfer Associate of Arts (AA) degree programs; (3) 69.6% attended classes part-time; (4) the average student age was 24.1 years for AA students and 29 years for Associate of Science (AS) students; (5) 59.7% of the students were female, and 90.2% were White; (6) for the 4-year period, less than one-third of the students were enrolled in 12 or more credit hours; (7) students under age 19 decreased to the smallest percentage over the 4 years, while remaining more than one-fourth of the college's enrollment; (8) while the percentage of White students remained relatively constant over the 4-year period, the number of Black students increased by 0.2% and the number of Hispanics rose by 0.5%; (9) the percentage of students enrolled in the AA degree program rose from 61.8% to 67.8% over the 4-year period; and (10) the average SPJC student enrolled in fall 1990 differed little from students enrolled in 1987, with the majority being White, female, of traditional college age, and matriculated part-time in an AA program. (GFW)

ED 326 295 PS 018 247

Yeatman, June; Reifel, Stuart

Peer Influences in Early Childhood Painting.

PUB DATE- 28 Mar 89

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiotape Recordings; Classroom Research; *Comprehension; *Peer Influence; *Play; Preschool Children; Preschool Education; *Teacher Role

IDENTIFIERS- *Contour

In an effort to clarify some of the problems educators have in understanding children's play behavior, a half-hour-long episode of two 4-year-old girls playing with newsprint, paints, and brushes at an easel is described. The episode showed how ephemeral yet recognizable play can be. The idea of countours is used to describe play behavior in its interactive entirety. In the 30-minute period, the two girls explored the play environment, prepared and explored materials, engaged in representational play, and became involved in dramatic play and a game with rules. They then returned to exploration and representational depiction. One would expect the easel to be used for symbolic representation and exploration with paint; however, the easel also served as the location for many types of play. The children moved quickly and fluently in and out of different types of play. Interruptions and conflicts did not fragment the playing; they simply contributed to a different shape for the play. Although educators should discern when children are solitary or cooperative, exploring or representing, pretending or not pretending, categorization alone is not sufficient. The existence of fluid transformations that can be seen over the course of play sequence suggest the challenge to teachers that play can provide, as well as the potential of play for learning and development. (RH)

Monk, David H.
Transcending the Effects of School Size on the High School Curriculum.
PUB DATE- Mar 90
NOTE- 35p.; Paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March, 1990). Figures 1 and 2 contain broken print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Characteristics; *Courses; Educational Opportunities; Enrollment; High Schools; Multiple Regression Analysis; Resource Allocation; *School Effectiveness; *School Size; *Secondary School Curriculum; Secondary Schools
IDENTIFIERS- High School and Beyond (NCES); Residual Scores

Enrollment levels of high schools are positively related to the number of courses offered. The most common way to expand educational opportunities in communities served by small high schools is to increase enrollment, usually by means of consolidation. Size, however, is not always the predictor of course offerings, as some relatively small schools offer numbers of courses that rival the number offered by considerably larger schools. This study was designed to analyze the effects on course offerings of factors other than school size. The analysis is based on the data of the High School and Beyond Survey conducted by the U.S. Department of Education. The strategy of the inquiry was to explain the variation in curricular offerings after the effects of school size were statistically removed. None of the predictor variables (community characteristics, spending level, flexibility in the internal allocation of resources, the external labor market conditions, the press for achievement, and the presence of a collegial decision making structure) were found to make a substantive difference in explaining the variation of course offerings. The data tables point out inequalities in the educational opportunities being provided for high school students. In addition, the analysis illustrates how inadequate school or school district consolidation is likely to be for broadening educational opportunities at the secondary level. Table of regression coefficients are included. (ALL)

ED 326 401 SE 051 760

Zimmerman, Helene

A Design To Improve Children's Competencies in Solving Mathematical Word Problems.

PUB DATE- Jun 89

NOTE- 56p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Elementary School Mathematics; Grade 2; Mathematical Applications; Mathematics Education; *Mathematics Skills; *Mathematics Tests; Primary Education; *Problem Solving; *Visualization; *Word Problems (Mathematics)

A discrepancy exists between children's ability to compute and their ability to solve mathematical word problems. The literature suggests a variety of methods that have been attempted to improve this skill with varying success. The utilization of manipulatives, visualization, illustration, and emphasis on improving listening skills all were incorporated into this practicum. The children had the opportunity to write their own word problems. At no time were students taught to rely on key words but rather to reason. All problems were read to the children. They were not permitted to read along with the teacher. The percentage of children improving problem solving skills rose favorably from the pre-test to the post-test. (The document includes the purpose of the project, a brief literature review, a summary of the methods used, results, and recommendations. Appendices include the pre-test and post-test, and student math score data.) (Author/CW)

ED 326 450 SE 051 813

National Park Service (Dept. of Interior), Washington, D.C.
Biological Diversity: Makes a World of Difference. A Curriculum for Teachers and Interpreters.
PUB DATE- Jan 90
NOTE- 215p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biological Influences; Biology; Conservation Education; *Elementary School Science; *Environmental Education; Evolution; Experiential Learning; *Field Trips; *Global Approach; Grade 4; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Map Skills; Natural Resources; Parks; *Science Activities; *Science Curriculum; Science Education; Teaching Methods; Wildlife
IDENTIFIERS- *Biological Diversity

The environmental education curriculum in this package emphasizes biological diversity. The curriculum contains 10 units--each dealing with a specific concept relating to biological diversity. Each unit contains hands-on activities designed to make children aware of the importance of maintaining a biologically diverse world. Some activities are best suited for use at the school site prior to a visit to a park area. These activities are then reinforced by activities conducted in the park. There are further activities that can be used in the classroom after students return from the park. Units include: (1) "Biodiversity: The Spice of Life"; (2) "Extinction Is Forever"; (3) "The Role of National Parks in Maintaining and Preserving Biological Diversity"; (4) "Biological Diversity: Its Value in $$$ and Sense"; (5) "Biodiversity: Considering the Global Connections"; (6) "Habitat and Niche"; (7) "Organisms/Populations of Organisms"; (8) "Adaptation/Change"; (9) "Communities"; and (10) "Biodiversity at Historic and Cultural Sites." Three levels of biological diversity are explored: ecosystem, species, and genetic. Each unit contains an overview, table of contents, teacher background, pre-visit activities, on-site activities, post-visit activities, evaluation, resources, and blackline masters. Each activity includes the objectives, materials, and procedure. (KR)

ED 326 485 SP 031 896

Andrews, Sharon Vincz

Teaching-As-Inquiry: A Context for Qualitative Data Collection and Analysis.

PUB DATE- 89

NOTE- 24p.; Paper presented at the National Reading Conference (Austin, TX, November 28-December 2, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Educational Researchers; Elementary Education; Higher Education; *Language Arts; Preservice Teacher Education; *Research Methodology; *Teaching Methods

An overview of research studies on education points up the fact that there has been an emphasis in teacher education research on how things are done in classrooms, almost to the exclusion of why. The "how" issues of control, management, and measurement lend themselves to the dominant research paradigm. The "why" issues of theory, intellectual development, and development of learning environments in schools must be addressed by attempts to reconceptualize teacher education and the inquiry that supports it. Part of that reconceptualization is a rethinking of the methodology and reporting of data from classroom teaching and inquiry. That methodology and reporting of data is inquiry if it is premised on students' and instructors' questions, and if this inquiry purports to inform practice. The general framework of data collection, analysis, and development of grounded theory (Glaser & Strauss, 1967, as reconceptualized and operationalized by Lincoln & Guba, 1985) provides the methodological mechanics for this study. It is noted that the best educational researchers should be the best teachers, if their research is indeed informing their practice. Teaching as inquiry does provide a powerful research context for pursuing the reconceptualization of teacher education. (JD)

ED 326 078 FL 800 158

Dean, Peggy
Northwest Educational Cooperative, Des Plaines, IL.

Spanish Native Language Literacy, Level 1, Classes 1-12.

PUB DATE- 90
NOTE- 19p.; "Filled" type throughout document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Lesson Plans; Letters (Alphabet); *Literacy Education; Mathematics; *Native Language Instruction; *Spanish

A detailed, schematic teaching outline is presented for a level 1 Spanish language literacy class that meets twice a week for 6 weeks. Each lesson focuses on the alphabet, reviewing vowels, consonants, and articles, and on numbers and mathematics. The outline, all or in part, is to be incorporated into "Lectores de Hoy," a work now in progress. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

ED 326 123 HE 024 023

Sagen, H. Bradley; And Others
Structural Discontinuities in the Transition from College to Work. ASHE Annual Meeting Paper.
PUB DATE- Nov 90
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Portland, OR, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; Career Planning; *College Role; College Seniors; *Education Work Relationship; Employment Opportunities; Employment Potential; Graduate Surveys; Higher Education; *Job Placement; Job Search Methods; *Student Employment
IDENTIFIERS- *ASHE Annual Meeting

The study attempted to describe the structure of the college-to-work transition for baccalaureate degree recipients and the mechanisms through which the transition occurs. Data were collected through interviews with recent graduates (N=30) and seniors (N=27) at a midwestern, comprehensive research university. Analysis indicated that employment was typically secured both through on-campus recruitment and direct personal contact and networking by specialized professional graduates. The framework developed identified three market sectors: specialized professional; broad professional; and general (liberal arts)--the general sector was substantially underemployed. Transition to work was found to have several stages, starting before graduation and continuing, sometimes, after graduation. (One-fourth of the graduates found the reversal in status to the bottom of the ladder a difficult transition.) The transition to work also involved several important life events: obtaining new responsibilities and accountability; leaving parents; developing relationships with significant others during transition; and generally moving into adulthood. The paper discusses several considerations and needs that should be addressed in the career planning and placement field so that college-to-work transitions are more successful and rewarding. Contains 25 references. (GLR)

ED 326 343 RC 017 822

Maiden, Robert J.; Peterson, Steven A.
Personality Factors and Political Behavior in Rural Older Americans.
PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Individual Differences; Interviews; *Older Adults; Personality Studies; *Personality Traits; Political Affiliation; *Political Attitudes; Rural Areas; *Rural Population

In past research, the most well-known and validated models explaining political behavior have focused on socioeconomic factors and have ignored personality variables. Based on personal interviews with 358 New York rural residents 60 years of age and over, this paper examines the relationships of political behavior and attitudes to personality differences in extraversion, openness, neuroticism, and locus of control. Controlling for age, sex, group consciousness, and education, Pearson coefficients revealed that personality factors had an independent effect on the political behavior and attitudes of the samples. Internal locus of control, extraversion, and openness were positively correlated with political efficacy, interest, and participation, and negatively correlated with political distrust, while neuroticism had high negative correlations with political efficacy and interest. Path analyses showed personality also had an indirect effect via civic orientations and, perhaps, education. This report contains 26 references. (Author/SV)

ED 326 226   IR 053 253

International Federation of Library Associations, The Hague (Netherlands).

IFLA General Conference, 1989. Pre-Session Seminar on Interlending and Document Supply. Papers.

PUB DATE- Aug 89

NOTE- 123p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (55th, Paris, France, August 14-19, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Policy; Delivery Systems; Developing Nations; Foreign Countries; Information Retrieval; *Interlibrary Loans; International Cooperation; Library Administration; *Library Cooperation; *Library Education; Library Expenditures; National Libraries; *Shared Resources and Services; *Training Methods

The papers in this compilation address topics relating to interlending and document supply and include the following: (1) "Training in Interlending" (D. E. K. Wijasuriya, Malaysia); (2) "Resource Collections and Document Supply Centre" (Stephney Ferguson, Jamaica); (3) "Organizing for Interlibrary Loan and Document Supply" (Rodrick S. Mabomba); (4) "The Costs of Interlending and Document Supply" (B. U. Nwafor, Nigeria); (5) "A National Library as a Center for Document Supply and Interlibrary Loan in a Developing Country" (Maria Alice Barroso, Brazil); (6) "Interlibrary Loans" (Ahmed Fassi Fihri, Morocco); and (7) "The IFLA Office for International Lending" (Graham P. Cornish, England). (SD)

ED 326 434 SE 051 796

Field, Nancy; Machlis, Sally

Discovering Engangered Species. A Learning and Activity Book.

PUB DATE- 90

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Animals; Conservation (Environment); Elementary Education; *Elementary School Science; *Endangered Species; *Environmental Education; Natural Resources; *Plants (Botany); *Science Activities; Science Education

IDENTIFIERS- *Habitats

Up to 33 million species share the earth; no one knows the exact number for sure. All over the world, many species are becoming extinct. This workbook is designed to help children become more aware of the concept of extinction, and to develop personal strategies for helping with the problem of endangered species. Included are 31 activities (worksheets, readings, and games) for children's use. (CW)

ED 326 486 SP 031 933

Zeichner, Kenneth; Gore, Jennifer
National Center for Research on Teacher Education, East Lansing, MI.
Teacher Socialization. Issue Paper 89-7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Institutional Mission; *Organizational Climate; *Role Models; *Socialization; *Teachers; Theory Practice Relationship; *Vocational Adjustment; Vocational Maturity

Three main traditions in teacher socialization research (functionalist, interpretive, and critical) are discussed in relation to studies of occupational socialization. The analysis of the teacher socialization literature which follows examines influences on teacher socialization prior to, during, and after completion of a preservice teacher education program taking into account three layers of social context (interactive, institutional, and cultural). Works published in English from the United States, Canada, Australia, and the United Kingdom are included in the literature review. Following this analysis of the teacher socialization literature, several key issues and concerns related to conducting and interpreting studies on teacher socialization are discussed together with the implications of the extant literature for practice in teacher education. (Author)

ED 326 504 SP 032 737

Davey, Colin P.
Self Hypnosis for Elite Athletes.
PUB DATE- Jun 90
NOTE- 10p.; Paper presented at the FIMS World Congress of Sports Medicine (Amsterdam, Netherlands, June, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Athletes; *Behavioral Objectives; *Brain Hemisphere Functions; Competition; Foreign Countries; *Hypnosis; Imagery; Performance Factors; *Self Actualization; Sport Psychology; *Success; Visualization
IDENTIFIERS- Australia

A summary of the use of hypnosis in sport (Morgan 1980) has suggested that the evidence in this area is equivocal, particularly in strength, endurance, and psychomotor tasks. However, some experiments have demonstrated the potential use of hypnosis. This paper presents examples of two elite Australian athletes who achieve success using hypnosis or self-hypnosis. One, an outstanding shooter (moving targets) had injured his arm and lost confidence in his ability to regain his former standing in the sport. With the assistance of a sport psychologist and after instruction in self-hypnosis, this athlete practiced a self-hypnosis procedure and used it in competition, emerging with a gold medal. The other, a tennis player, overcame tension and anxiety with progressive relaxation and imagery, achieved through hypnosis. Within 12 months he won several tournaments and was chosen for Australia's Davis Cup team. While not all athletes will achieve success through hypnosis or self-hypnosis, nevertheless, it appears that those athletes who possess skills and fitness can use the procedure successfully to achieve their potential. (JD)

ED 326 521 SP 032 758

Boser, Judith A.; Wiley, Patricia Davis

Principals' Perceptions of the Effect of a Year-Long Internship on First-Year Teaching Performance: "They Really Get To Know What Is Going On."

PUB DATE- Nov 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990). For a related document, see SP 032 757.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; *Employment Qualifications; *Internship Programs; Personality Traits; *Principals; Program Effectiveness; Student Teachers; *Teacher Interns; Vocational Maturity

Nine former interns were hired to teach at six schools in the same system in which they had completed a year-long internship. Three student teachers were also hired to teach in three of those schools. Principals of the six schools were interviewed on their reasons for hiring these new teachers and their thoughts on the internship program. None of the principals thought that the internship was the specific reason an individual was hired; the personality of the individual was cited by some of the principals as being more important than the type of preparation program completed. Personality included attitude, ability to teach, flexibility, and maturity. The internship was seen as an advantage only if all other attributes of the candidates were equal. However, being in the school for a full year was seen as a strength. According to principals, interns were as well prepared as or better prepared than student teachers. While the internship year was viewed as being extremely valuable, there was some concern that the additional year and increased financial demands would discourage students from entering the program. (JD)

ED 326 537 SP 032 806

Pape, Sharon L.; Kelly, Francis J.
Development of a Written Assessment Device for Determining Reflective Judgment.
PUB DATE- Oct 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-West Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Coherence; *Discourse Modes; *Divergent Thinking; Educational Philosophy; Ethics; Higher Education; *Individual Development; Longitudinal Studies; *Moral Values; Preservice Teacher Education; Student Teachers; *Verbal Communication
IDENTIFIERS- Reflective Teaching

The questions proposed by this study were: (1) Do students in the teacher preparation program develop relativistic thinking in the present course of their teacher preparation studies? and (2) Would a written modified reflective judgment interview be feasible as a screening device to help educators assess the development of reflective judgment in prospective teachers? The paper focuses on the results and on the issues raised regarding the reflective judgment levels of teacher preparation students at the time they enter the program and at the time they exit the program after student teaching. Forty-two entry-level students and 35 student teachers were included in the study. Participants responded orally and in written form to ethical issues regarding sex education, corporal punishment, and a content question related to the student's reflective judgment level according to the Reflective Judgment Scale (Kitchner & [illegible]ng, 1985). Probe questions were used to stimulate reflective thinking in both the written and oral format. Higher levels of reflective judgment were apparent in the oral interviews when compared with responses in the written format. A discussion is offered on the importance of encouraging relativistic thinking by providing the opportunity at the undergraduate level for the individual to learn to develop and justify points of view. (JD)

ED 326 552 TM 015 821

Dufrene, Debbie D.; And Others

Investigation of a Technique for Measuring Ethical Development of Students in Business: A Heuristic Example.

PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Business Education; College Faculty; *College Students; Data Collection; Ethical Instruction; *Ethics; Evaluation Methods; Evaluators; Heuristics; Higher Education; Student Attitudes; *Student Development; *Test Construction; Test Reliability; Test Validity

Administering measures of students' ethical orientation at various points in the education of business students would be helpful in determining the affective impact of the curriculum. Procedures for eliminating item bias and maximizing the validity and reliability of such measures are discussed and illustrated through actual data collected in the attempt to develop such an instrument. The model of M. Thomas (1989) was used to guide the development of the ethical evaluation instrument by the following steps: (1) generate a pool of ethical and moral concerns; (2) select knowledgeable judges; (3) have judges identify the moral and ethical issues from the list compiled; and (4) establish a hierarchy of issues. A list of 52 potential concerns was prepared and rated by 52 college business faculty members and 61 business practitioners in the community. Top issues for both cohorts were identified; and a high degree of consistency was found between the two groups, providing a set of items for an eventual student instrument. The data collection and analysis procedures demonstrated the viability of the framework for construction of a student test. Two tables and one figure contain study data. An appendix lists the 52 ethical issues. (SLD)

ED 326 566 TM 015 865

Bauer, Robert K.; Shlechter, Theodore M.

Evaluation Issues Related to Writing Skills of College Educated Professionals.

PUB DATE- 90

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; Communication Skills; *Evaluation Methods; Introductory Courses; *Officer Personnel; Professional Education; Program Effectiveness; Remedial Programs; Writing Evaluation; *Writing Skills; Writing Tests

IDENTIFIERS- Army; Military Police School

This study addressed the writing of college educated officers compared to their overall performance in an introductory Army course. The effects of an effective writing (communicative skills) program and a remedial enrichment program were also examined. A total of 137 U.S. Army lieutenants, who were students in the 15-week Military Police Officer Basic Course during January through June of 1987, completed both indirect and direct measures of writing skills. The indirect measure was the Test of Standard Written English (TSWE), and the direct measures consisted of six different written exercises. Officers scoring a scaled score of 40 or above on the TSWE were sorted into groups of active and reserve component officers and then were randomly assigned to two experimental groups. All officers scoring below a scaled score of 40 had to take the enrichment program. Ninety-eight of the students were placed in the writing enrichment program. The enrichment program significantly improved the writing skills of officers with initially deficient skills. However, the enrichment program improved neither the writing skills of officers initially scoring higher on the initial indirect measure nor their performance in the overall course. There was a significant relationship between the indirect and direct assessment techniques. The indirect assessments provided a statistically significant predictive measure of overall course averages. The results support the usefulness of remedial writing programs with indirect tests of writing performance; effective writing programs would significantly improve the productivity of college educated professionals. Four data tables, a 29-item list of references, and the communicative skills grade sheet are included. (RLC)

ED 326 580 TM 015 952

Adema, Jos J.
Twente Univ., Enschede (Netherlands). Dept. of Education.
The Construction of Weakly Parallel Tests by Mathematical Programming. Research Report 90-6.
PUB DATE- Sep 90
NOTE- 41p.; For a related document, see TM 015 953.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; *Computer Assisted Testing; Equations (Mathematics); Foreign Countries; Higher Education; *Item Banks; Item Response Theory; Mathematical Models; Mathematics Tests; Student Placement; *Test Construction; Test Items
IDENTIFIERS- Information Function (Tests); *Mathematical Programing; Maximin Model; *Parallel Test Forms; Placement Tests

Data banks with items calibrated under an item response model can be used for the construction of tests. Mathematical programming models like the Maximin Model are formulated for computerized item selection from a bank. In this paper, mathematical programming models based on the Maximin Model are proposed for the construction of weakly parallel tests. Numerical experiments were conducted to obtain an impression of the practicality of the approach using an item bank of 600 items from college placement mathematics examinations (520 items were from 13 previously administered American College Testing Assessment Program tests, and 80 were from the Collegiate Mathematics Placement Program). Six tests were constructed, and their test information functions were computed. The results demonstrate that tests constructed with the proposed models were near-optimal with respect to the Maximin criteria and were approximately weakly parallel. Five tables present information about the constructed tests. Four graphs illustrate the information functions. (Author/SLD)

ED 326 595 UD 027 841

Kirst, Michael W.; McLaughlin, Milbrey

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.

Improving Policies for Children: Proceedings of the 1989 New York Education Policy Seminar. Rockefeller Institute Special Report Number 29.

PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agency Cooperation; *Childhood Needs; Elementary Secondary Education; *Federal State Relationship; Government Role; High Risk Students; Human Services; Minority Group Children; *Public Agencies; School Role; *State Programs

Most disadvantaged children have multiple needs that require a comprehensive, integrated approach to service delivery. A recent study of the conditions of children reported the following changes since 1969 that warrant a reassessment of service delivery: (1) the number of children living in poverty has increased; (2) family structure and working patterns have shifted dramatically; and (3) the number of minority group children has increased relative to the majority population. These changes require a revamping of the present inefficient and ineffective delivery system that is unable to meet the multiple needs of disadvantaged children. The following examples of promising short-term solutions are described: (1) Ventura and San Bernardino Counties (California) interagency network; (2) the Minneapolis Youth Coordinating Board (Minnesota); and (3) the Ounce of Prevention Fund, which supports a statewide system in Illinois. A long-term solution might be found by using schools as a structural "hub" for organizing and brokering an effective, integrated system of service delivery. The following examples of partially successful state interventions are described: (1) state commissions; (2) legislative committees; (3) consolidated budgets; (4) children's codes; (5) traditional programs; (6) interagency cooperation; (7) legislative mandates; and (8) task forces. Positive political momentum to improve federal and state systems has been hampered by federal budget deficits and slower state revenue growth. This situation could be improved by federal incentive grants for state and local initiatives and selective state deregulation when localities demonstrate effective services integration plans. Statistical data are presented in a graph. (FMW)

Bower, Ann M.
Formalized Mentoring Relationships: Do They Work?
PUB DATE- 90
NOTE- 19p.; Paper presented at the Academy for Leadership in Teacher Education of the Association of Teacher Educators (Anaheim, CA, May 31-June 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Elementary Secondary Education; *Interpersonal Relationship; *Mentors; Program Attitudes; Program Development; *Teacher Characteristics; Teacher Educators
IDENTIFIERS- *Protege Mentor Relationship

The nature of five mentor-intern relationships was investigated throughout the 1987-88 school year in four different, formalized mentoring projects in upstate New York. Subjects consisted of pairs of more- and less-experienced teachers. Variables considered in selecting the pairs included age, experience, gender, race, content area, context, subject area, ratio of interns to mentors, and first- and second-year participation by the school district. In-depth case studies were produced from data obtained from interviews and observations. Selective characteristics of the five pairs, as well as noteworthy aspects of four different local projects and five relationships are presented in outline form. Four out of the five cases documented satisfactory mentor-intern relationships. Conclusions drawn from the study include: (1) a satisfactory relationship can be created in a formal program; (2) considerable flexibility in the program is advisable; (3) a satisfactory relationship is enhanced when the pair receive common release time; (4) mentor training is important; (5) mentors should be self-selected, flexible, approachable, experienced teachers who can work well with adults; (6) formalized relationships can be fortified by personal as well as professional dimensions; and (7) an early start produces positive feelings about the program and the relationship. (JD)

ED 326 505 SP 032 738

Kansas Association for Supervision and Curriculum Development.
Cooperative Learning--Part 1: Administration/University.
PUB DATE- 90
NOTE- 56p.; Papers presented at the Phi Delta Kappa Fall Leadership Institute on Cooperative Learning (Topeka, KS, September 22-23, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Administrator Role; *Cooperative Learning; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Program Implementation; *School Restructuring; *Student Evaluation; *Student Motivation; Student Needs

This thematic issue is made up of papers by practicing administrators and university personnel on the topic of cooperative learning. The following articles are included: (1) "The Cooperative Learning Environment: Restructuring without Rebuilding" (Harvey C. Foyle and Lawrence Lyman); (2) "The Role of the Administrator When Adopting Cooperative Learning as an Innovation in School Improvement" (Gerald D. Bailey and Norma Dyck); (3) "Administrative Concerns with the Implementation of Cooperative Learning" (Dan R. Flummerfelt); (4) "Using Cooperative Groups in the Teacher Education Classroom" (Thomas O. Erb); (5) "Jigsaw with Mature Students" (William Samuelson); and (6) "How Do You Evaluate Students Working in Cooperative Learning Groups?" (John Myers and Jackie Dippong). (JD)

ED 326 522 SP 032 759

Baldwin, Beatrice; And Others

Personality Factors of Elementary and Secondary Pre-Service Teachers.

PUB DATE- Nov 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Education Majors; Elementary Secondary Education; *Employment Qualifications; Higher Education; *Personality Traits; Preservice Teacher Education; *Student Characteristics; Teacher Characteristics; *Teacher Selection

Research has indicated that numerous factors influence teaching performance, including nonacademic traits such as personality attributes, self-concept, commitment to teaching, and gender. This study compared the personality characteristics of elementary and secondary preservice teachers. Subjects were junior- and senior-level students (N=186) in an undergraduate teacher education program at a regional state university. All subjects completed a demographic survey that asked for basic information and included items designed to measure 16 dimensions of personality (warmth, mental capacity, emotional stability, assertiveness, impulsivity, conformity, boldness, sensitivity, trust/suspicion, imagination, social awareness, secure/insecure, traditional/liberal, self-sufficiency, self-discipline, and tension). The results indicated: (1) that both elementary and secondary education majors had high levels of conformity, social awareness, self-sufficiency, and self-discipline; and (2) that elementary and secondary education majors were significantly different on emotional stability, assertiveness, imagination, and self-sufficiency factors. Because the personality characteristics of teachers may be critical to the success of prospective teachers, an investigation such as this may provide valuable information for teacher recruitment and the advising of teacher education candidates. (JD)

ED 326 538 SP 032 817

Kennedy, Mary M.
National Center for Research on Teacher Education, East Lansing, MI.
Policy Issues in Teacher Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 12p.; Paper originally developed as a speech for the Governor's Employment and Training Conference (Reno, NV, November 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teacher Induction; Educational Policy; Elementary Secondary Education; Higher Education; *Instructional Improvement; Minority Group Teachers; Preservice Teacher Education; *Role Models; *Teacher Distribution; *Teacher Effectiveness; Teacher Recruitment
IDENTIFIERS- *Professional Development Schools

Three issues on teacher quality are addressed: (1) How can teachers more representative of the student population be recruited? (2) How can the intellectual calibre of prospective teachers be assured? and (3) How can teachers' actual classroom practice be improved? In discussion on the first issue, it is pointed out that with the influx of minority students, matching students and teachers by demographic characteristics cannot realistically be achieved. However, since teachers are also role models for students, recruitment of minority teachers must be actively pursued. On the issue of raising the intellectual calibre of teachers, it is noted that the current standardized testing of prospective teachers needs to be re-examined, and further exploration of alternative routes to certification should be considered. Regarding the improvement of classroom practice, two proposals are considered: developing sound and effective induction programs, and encouraging the growth of professional development schools. (JD)

ED 326 553 TM 015 824

Ross, Katharyn E. K.; Shuell, Thomas J.

The Earthquake Information Test: Validating an Instrument for Determining Student Misconceptions.

PUB DATE- Nov 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 31-November 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Earthquakes; Earth Science; *Elementary School Students; Grade 4; Grade 5; Grade 6; Intermediate Grades; Interviews; Item Analysis; *Knowledge Level; Learning Processes; *Misconceptions; Objective Tests; Public Schools; *Scientific Concepts; Test Reliability; *Test Validity; Urban Schools
IDENTIFIERS- *Earthquake Information Test

Some pre-instructional misconceptions held by children can persist through scientific instruction and resist changes. Identifying these misconceptions would be beneficial for science instruction. In this preliminary study, scores on a 60-item true-false test of knowledge and misconceptions about earthquakes were compared with previous interview results to determine whether or not both methods yield the same conclusions. An Earthquake Information Test (EIT), was administered to 194 students in grades 4 through 6 in Salt Lake City (Utah) and Buffalo (New York). Subjects included: 19 fourth graders from an urban public school in Buffalo; and 175 fourth, fifth, and sixth graders from an urban public school in Salt Lake City. The EIT contained scientifically correct statements interspersed with misconceptions previously expressed by students in individual interviews. The EIT was administered after most students had received some instruction about earthquakes. Students from Buffalo and a random sample from Salt Lake City were also individually interviewed. Internal consistency was calculated, and an item analysis was performed. Students could correctly choose scientifically acceptable answers while simultaneously choosing answers not compatible with science. The EIT was least reliable for grade 4 students. While a refined version of the EIT could provide useful information about student misconceptions, individual interviews should continue as a source of test questions and information about children's misconceptions. Five tables provide study data. A 25-item list of references is included. (SLD)

Adema, Jos J.
Twente Univ., Enschede (Netherlands). Dept. of Education.

Methods and Models for the Construction of Weakly Parallel Tests. Research Report 90-4.

PUB DATE- Sep 90
NOTE- 44p.; For a related document, see TM 015 952.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; *Computer Assisted Testing; Equations (Mathematics); Foreign Countries; Heuristics; Higher Education; *Item Banks; Item Response Theory; *Mathematical Models; Mathematics Tests; Student Placement; *Test Construction
IDENTIFIERS- *Information Function (Tests); Mathematical Programing; Maximin Model; *Parallel Test Forms

Methods are proposed for the construction of weakly parallel tests, that is, tests with the same test information function. A mathematical programing model for constructing tests with a prespecified test information function and a heuristic for assigning items to tests such that their information functions are equal play an important role in the methods. The MI and MIDI methods are proposed for constructing tests with a prespecified test information function applying the Minimax model. Similar methods, MAMI and MADI, are provided for construction of a weakly parallel test approximately equal with respect to the Maximin criterion. The four methods were applied on a real item bank of 600 items from college placement mathematics tests (520 items were from 13 previously administered American College Testing Assessment Program tests, and 80 were from the Collegiate Mathematics Placement Program). The numerical examples indicated that the tests were constructed quickly and that the heuristic gave good results. However, the heuristic was not applicable for every set of practical constraints (i.e., constraints with respect to test administration time, test composition, or dependencies between items). Four tables and four graphs present information about the constructed tests. (Author/SLD)

ED 326 567 TM 015 872

Chittom, Sara Austin; Sistrunk, Walter E.

The Relationship between Secondary Teachers' Job Satisfaction and Their Perceptions.

PUB DATE- Nov 90

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990). Tables contain shaded sections which may not reproduce clearly.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; Comparative Analysis; *Educational Environment; *Job Satisfaction; Mail Surveys; Public Schools; Secondary Education; *Secondary School Teachers; *Teacher Attitudes

IDENTIFIERS- Mississippi; School Climate Survey (NASSP); Teacher Satisfaction Survey (NASSP)

Whether or not there are significant differences in Mississippi public secondary school teachers' perceptions of school climate (SC) and their levels of job satisfaction (JS) was studied. From a random sample of 30 public secondary (grades 9 through 12) schools in Mississippi, one teacher from each of the subject areas of English, mathematics, science, and social studies was randomly selected. The number of respondents polled in December of 1989 and January of 1990 was 120 teachers. Subjects were administered the National Association of Secondary School Principals (NASSP) Teacher Satisfaction Survey, and the NASSP School Climate Survey. A total of 100 surveys was returned (a response rate of 83%). The data were hand scored and recorded on a computer disk, and analyzed with analysis of variance and factorial analysis of variance. In general, the data reveal a significant relationship between respondents' perceptions of SC and JS. Teachers with high levels of JS indicated a more favorable impression of SC than did teachers with low levels of JS. The results support the findings of P. D. Sistrunk (1982) in that the levels of satisfaction were related to perception of supervisory behavior, and the subject taught made no difference in the relationship between perception of SC and supervisory behavior. There was a significant positive correlation between teacher satisfaction with the SC and teacher perception of the principal's leadership behavior. Teachers who were dissatisfied with the SC were also dissatisfied with the principal's leadership behavior. Eight data tables are included. (RLC)

ED 326 596 UD 027 843

Oxley, Diana; And Others

Bank Street Coll. of Education, New York, N.Y.; Public Education Association, New York, N.Y.

Restructuring Neighborhood High Schools: The House Plan Solution.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- Jun 90

NOTE- 50p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Board of Education Role; *Dropout Prevention; *Dropout Programs; Educational Improvement; High Schools; *House Plan; Program Evaluation; Program Implementation; *School Restructuring; Secondary Education; Urban Schools

IDENTIFIERS- *New York (New York); *New York City Board of Education

This report concludes that the house plan should be the centerpiece of a systematic restructuring of New York City neighborhood high schools to reduce the dropout rate and improve academic achievement. The house plan is based on the subdivision of one or more grades into smaller schools within schools. Long-term monitoring of New York City dropout prevention programs found that those strategies, based on targeting limited numbers of at-risk students for remediation and support for limited time periods, failed because they returned students to the same overwhelming system that defeated them in the first place. New York's large, impersonal high school organization breeds alienation and isolation, its curriculum is broad rather than deep, and its management is autocratic rather than participatory. Well-conceived house plans offer the following advantages: (1) intimate environments that promote interaction among staff and students; (2) cohesive educational programs reinforced by interdisciplinary teaching; (3) personal, ongoing staff support; (4) student and staff involvement in decision making; and (5) encouragement of wide participation in extracurricular activities. House plans have not been successfully implemented throughout the system over the past 2 years, despite a mandate from the New York City Board of Education, due to resistance at the school level, lack of forceful leadership, and inadequate funding from the central level. Until the Board of Education puts its full weight behind the house plan program, it is in danger of becoming one small effort among many other uncoordinated dropout prevention and restructuring initiatives. A table illustrating the key features of the house system is included, and a table comparing the effects of different types of house plans on students is appended. (FMW)

ED 326 488 SP 032 657

Munn, Pamela; Drever, Eric
Scottish Council for Research in Education.
Using Questionnaires in Small-Scale Research. A Teachers' Guide.
PUB DATE- 90
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Action Research; Data Collection; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Higher Education; *Questionnaires; *Researchers; *Research Methodology; *Teacher Participation

This guide provides practical advice, based on research expertise, for teachers looking for reliable research results without waste of time or effort. The six sections of the guide present and discuss the decisions and actions that have to be taken to get good results: (1) the pros and cons of collecting information by questionnaire; (2) sampling; (3) drafting the questions and producing the design and layout; (4) piloting and administering the questionnaire; (5) analysing data; and (6) interpreting, presenting, and using the results. (JD)

ED 326 506 SP 032 739

Lewis, Ian; Munn, Pamela
Scottish Council for Research in Education.

So You Want To Do Research! A Guide for Teachers on How To Formulate Research Questions.

PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Research Design; *Research Methodology; Research Skills; Teacher Education; Teachers; Theory Practice Relationship
IDENTIFIERS- *Teacher Researchers

This booklet was written to help teachers plan their own research. It concentrates on how to translate an issue of general concern to a teacher or group of teachers into a worthwhile and feasible piece of research. The booklet is divided into four sections: section 1 deals with the purpose of doing research. It stresses that research questions can be developed if it is clearly understood why the research is needed. Section 2 contains an example of the different kinds of purposes and, therefore, the different kinds of research questions a researcher might have. The topic of primary-secondary transition is used as the example. Section 3 suggests a straightforward procedure which teachers can use to develop their own research questions out of the professional concern they would like to research. The concluding section offers a form which teachers can use to formulate their own research questions. This section includes an example of how the form might be filled in for the primary-secondary transition research discussed in section 2. Three figures explain the procedures in outline form. (JD)

ED 326 582 TM 015 954

Adema, Jos J.
Twente Univ., Enschede (Netherlands). Dept. of Education.

A Revised Simplex Method for Test Construction Problems. Research Report 90-5.

PUB DATE- Sep 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; Equations (Mathematics); Foreign Countries; *Item Banks; Item Response Theory; Linear Programing; *Mathematical Models; *Test Construction
IDENTIFIERS- *0 1 Linear Programming Model; LINPROG Computer Program; *Simplex Models

Linear programming models with 0-1 variables are useful for the construction of tests from an item bank. Most solution strategies for these models start with solving the relaxed 0-1 linear programming model, allowing the 0-1 variables to take on values between 0 and 1. Then, a 0-1 solution is found by just rounding, optimal rounding, or a heuristic. In most applications, the latter can be executed very rapidly. This paper uses the revised simplex method to solve the relaxed 0-1 linear programming method for test construction. The simplex method is modified such that the characteristics of test construction problems are taken into account. The modifications were implemented in the computer program LINPROG. Two item banks, each containing 450 items, were generated to determine if central processing unit (CPU) time was gained. Computational experiments showed a gain of CPU time for most modifications. Ten tables present the results for the modifications. (Author/SLD)

ED 326 523 SP 032 760

Gettys, Cynthia M.

Internship Paved the Way for First Year Positions.

PUB DATE- Nov 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Case Studies; Excellence in Education; *Extended Teacher Education Programs; Higher Education; High Schools; *Internship Programs; *Program Attitudes; Qualitative Research; Secondary School Teachers; *Teacher Attitudes; *Teacher Interns

This paper presents a qualitative case study of three interns who completed the 5-year teacher education program at the University of Tennessee and, following their intern year, were hired as teachers in the high school where they had served as interns. The program at the university prepared teachers in two phases: the undergraduate years, devoted mainly to a liberal arts education and a strong subject-matter preparation, followed by an internship year. The subjects of the study were intensively interviewed; two of the three were also observed during teaching. The subjects were, for the most part, satisfied with their preservice preparation and also felt that the internship year had strengthened their abilities and confidence. They all stressed that the practical experience had been far more valuable than their courses in general. Results of the study are analyzed briefly and implications for further research are suggested. A copy of the Teacher Interview Guide used in the study is appended. (JD)

ED 326 539 TM 015 183

Stivers, Janet
Relating the NTE to Research Literature on Teaching Effectiveness.
PUB DATE- Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College Faculty; Delphi Technique; *Educational Research; Higher Education; *Instructional Effectiveness; Licensing Examinations (Professions); Literature Reviews; *Research Utilization; Teacher Certification; Teacher Educators; *Teacher Effectiveness; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *National Teacher Examinations; Subject Content Knowledge; *Test of Professional Knowledge

Findings of teaching effectiveness research were related to the National Teacher Examinations (NTE) Test of Professional Knowledge (TPK). Delphi methodology was used to classify TPK items according to findings in a selected review of research. Six professors in teacher education completed a questionnaire to rate seven literature reviews. The three most highly related were presented to the Delphi panelists--three public school administrators and six college teachers from various areas of teacher education. In Phase 2, two panels of six experienced classroom teachers each considered half of the 104 TPK items in light of the selected review. Of the 104 TPK items, 20 were classified as supported by research; only 9 of the 20 were judged to require knowledge of that research. It is suggested that the TPK may be missing opportunities to measure important aspects of teachers' professional knowledge. Alternate strategies for measuring knowledge of teaching effectiveness research are considered for the planned successor to the NTE. Four tables contain study data. A 51-item list of references is included. (SLD)

ED 326 554 TM 015 825

Hymel, Glenn M.
Harnessing the Mastery Learning Literature: Past Efforts, Current Status, & Future Directions.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classification; *Educational History; Effective Schools Research; Elementary Secondary Education; Futures (of Society); *Literature Reviews; *Mastery Learning; *Meta Analysis; Models; Research Methodology; *Research Needs; Trend Analysis

Literature on mastery learning (ML) is reviewed from the perspectives of past efforts, current approaches, and future directions. To date, approaches in managing the ML literature have been in four major areas: (1) the "typing" of ML efforts in the context of a comprehensive literature review; (2) the compilation of state-of-the-art bibliographies of ML; (3) the synthesis of empirical ML studies through meta-analysis; and (4) interrelating the concepts and variables common to ML, effective schools, and outcome-based schooling via a macro-model. The current problem appears to be one of bringing more organization, control, and accessibility to the vast collection of ML literature. Future directions are discussed in the following areas: more investigation of learner-oriented and instruction-oriented variables considered to be alterable; greater interest in why ML succeeds; more interplay between ML and instructional psychology; an improved framework and new taxonomy for interpreting documents; more emphasis on aspects of ML related to other disciplines; and interrelating ML and other school reform movements. A table presents a new taxonomy for literature analysis. A 29-item list of references is included. (SLD)

ED 326 507 SP 032 740

Hoag, Constance L.; Wood, Robert W.
Elementary Language Arts Professors Teaching Practices for and Attitudes about Listening in Select Teacher-Training Institutions.
PUB DATE- Dec 90
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Communication (Thought Transfer); Elementary Education; Higher Education; *Language Arts; *Listening Skills; Preservice Teacher Education; Receptive Language; Surveys; *Teacher Attitudes; *Teacher Education Curriculum

This study investigated the current policies and programs in selected teacher-training colleges and universities to determine if listening skills are being taught. In addition, language arts professors' attitudes toward the teaching of listening skills were surveyed. Opportunities provided for preservice teachers to observe, demonstrate, and practice listening skills were also identified. The subjects of the study were 99 responding professors who were from 125 colleges or universities chosen by random selection. The research inquiry was divided into two categories: questions pertaining to practices, both institutional and personal, and statements pertaining to attitudes, as measured by policy statements on current practices compared to desired practices. Results indicated that listening is being taught in 89 percent of the responding institutions, and that 95.8 percent of the respondents offered this listening instruction in the teacher training department. In language arts departments, listening received less attention than the other language skills; however, preservice teachers (91.7 percent) reported that they had opportunities to acquire listening knowledge. Generally, the responders did not believe that listening should be taught as a separate course, but that preservice teachers should be taught methods in the techniques of listening. The survey questionnaire is appended and 31 references are included. (JD)

ED 326 568 TM 015 878

Bobbett, Gordon C.; And Others

Student, Teacher, and Business Leader Perceptions of Academic, Work-Related, and Personal Skills in Rural Appalachian Communities.

PUB DATE- Nov 90

NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Ability; Attitude Measures; Education Work Relationship; High Schools; *High School Students; Institutional Characteristics; *Outcomes of Education; Rural Schools; *School Effectiveness; School Surveys; *Secondary School Teachers; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- Appalachia; Kentucky; *School Effectiveness Inventory; Tennessee; Wayson School Climate and Context Inventory

The results of a study of six rural Appalachian high schools in Kentucky and Tennessee are presented. Multiple data sources were used to identify the relative effectiveness of these schools. Data were collected via administration of the: Wayson School Climate and Context Inventory to a stratified random sample of 20 faculty; Likert's Organizational Characteristics to the total faculty; and School Effectiveness Inventory (SEI)--which was developed to evaluate perceptions regarding 16 academic, work-related, and personal school outcomes--to members of the educational community. Data were also collected via observations made during visits to each school and completion of instructional interviews with 10 faculty and one administrator in each school. Responses to the SEI were collected from 237 students, 158 teachers, and 64 business leaders. Mean scores, rankings, and z-scores for the 16 SEI educational outcomes were evaluated. F-scores and "t"-scores compared participant groups. The participant groups had similar educational expectations, and academic and work-related outcomes were more important than personal outcomes. Although school performance outcomes were similar, participant groups perceived their school's performance differently. Students, teachers, and business leaders perceived that academic outcomes, along with ethics/morals, need more emphasis in the school system. Students differed significantly from teachers and business leaders in their perceptions of what schools should be doing and are currently doing. The teachers were the least satisfied and students were the most satisfied with education. Educational expectations and values vary between states and between participant groups. Four data tables, one bar graph are included; the SEI, two tables of mean scores for expectations and performance, and one table and four bar graphs on dissonance scores are attached. (RLC)

ED 326 597 UD 027 844

Olsen, Laurie; Mullen, Nina A.
California Tomorrow, Los Angeles.
Embracing Diversity: Teachers' Voices from California's Classrooms.
PUB DATE- 90
NOTE- 121p.; California Tomorrow Immigrant Students Project. Research Report.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Classroom Techniques; *Cultural Differences; Educational Environment; Elementary Secondary Education; *Immigrants; *Inservice Teacher Education; Interviews; Limited English Speaking; Middle Class Culture; Minority Group Children; State Surveys; *Teacher Characteristics
IDENTIFIERS- *California

This document reports on teaching in culturally diverse classrooms from the perspective of mainstream classroom teachers. In-depth interviews with 36 California teachers on the challenges of diverse classrooms elicited their views of a teacher's role, descriptions of curriculum and pedagogy, and stories of the personal development that led to their current approaches to teaching. The interviewees were selected from statewide nominations and varied widely in the grade levels and subjects taught, geographic location, and types of communities in which they worked. The following conditions for creating effective diverse classrooms are reported: (1) supportive leadership; (2) climates of collegiality among teachers; (3) opportunities for interaction and coordination; (4) new curriculum development and materials development; (5) strong support services for students and families; (6) small class sizes; and (7) school structures that promote integration and policies that set a tone of support for diversity. Improving inservice teacher education and disseminating information about professional development opportunities is strongly recommended. Profiles of eight teachers and two special programs, and three graphs of statistical data are included. The following materials are appended: (1) brief descriptions of the teachers interviewed; (2) a discussion of the research methodology; (3) a list of 11 training and development resources; and (4) a glossary. (FMW)

ED 326 489 SP 032 686

Shea, Mary Ann, Ed.
Colorado Univ., Boulder.
On Teaching. Volume II.
PUB DATE- 90
NOTE- 122p.; For Volume I, see ED 320 904.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) a
DESCRIPTORS- Anthropology; Creative Thinking; *Discussion (Teaching Technique); Ethics; Higher Education; *Humanistic Education; Knowledge Level; Long Term Memory; *Teacher Educators; *Teacher Effectiveness; Teaching Assistants; *Teaching Methods; *Teaching Styles; Theater Arts
IDENTIFIERS- *Socratic Method

This collection of essays, which evolved from the Professional Lecture Series on Teaching and Learning and Instructional Workshops on Teaching and Learning held at the University of Colorado (Boulder), addresses a variety of styles and situations for teaching and learning. The following essays are included: (1) "Teaching as Architecture: Humanities the Foundation" (Nancy Klenk Hill); (2) "So You Want To Be an Actor...Stages of Learning in the University Setting" (Joel G. Fink); (3) "Facilitating Discussion" (R. G. Billingsley); (4) "Ways of Knowing" (David Hawkins); (5) "You Can Get Good Help These Days: Working with Teaching Assistants in Large Lecture Classes" (Walt Stone); (6) "Memory for Classroom Algebra" (Lori Meiskey, Alice F. Healy, and Lyle E. Bourne, Jr.); (7) "Teaching Anthropology: Writing Captions for the Blind" (A.J. Kelso); (8) "Do Professors Need Professional Ethics as Much as Doctors and Lawyers?" (James W. Nickel); (9) "Use of the Socratic Method" (Marianne Wesson); and (10) "Gendered Subjects" (Joyce McCarl Nielsen). (JD)

Clements, Barbara S.; And Others
Making Education Data More Meaningful.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Data Analysis; *Data Collection; *Educational Assessment; Educational Planning; Elementary Secondary Education; *National Surveys; Program Descriptions; Program Evaluation; *Public Schools; Research Methodology; *State Surveys; Technical Assistance
IDENTIFIERS- Common Core of Data Program; *Educational Information; *Education Data Improvement Project

A project is described that helps states provide more comparable, complete, and timely educational information for the annual Common Core of Data (CCD) to be used for policy-making decisions. The Education Data Improvement Project (EDIP), funded by the National Center for Education Statistics, began in the fall of 1985. In the first phase/year, the focus was on the Public Elementary/Secondary School Universe and the Public Elementary/Secondary Education Agency Universe Surveys. In the second phase/year, the project examined the information provided in the fiscal portions of the CCD. During the third phase/year, focus was on state-aggregate staffing data reported in the State Nonfiscal Survey. At the beginning of each project phase, state education agencies were asked to provide their most recent data collection instruments and supporting documents. EDIP staff reviewed the documents, developed state profiles of data collection, and identified elements for which states cannot provide comparable data. Technical assistance plans have been developed for the first phase of the project; these will be revised for the states as additional information is collected. Areas of particular concern due to incompleteness or lack of comparability of data were: (1) student and school counts; (2) demographic and descriptive data; (3) high school completion rates; (4) per pupil expenditures; and (5) staffing data. (SLD)

ED 326 524   SP 032 773

Whooley, John F.
Tenured Faculty Practices That Do/Could Enhance the Teaching Effectiveness of Nontenured Faculty.
PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Educational Resources; *Helping Relationship; Higher Education; *Nontenured Faculty; Peer Counseling; Questionnaires; Schools of Education; *Teacher Effectiveness; Teacher Evaluation; *Tenured Faculty

This study focused on what tenured faculty at a school of education presently do and what they could do to enhance the instructional effectiveness of nontenured faculty. Nontenured instructors and assistant professors (N=142) were asked to respond to open-ended statements on the subject. Responses from 47 nontenured faculty members (33%) indicated that tenured faculty are presently doing a number of things to help their nontenured colleagues, e.g., constancy in work assignments, freedom to determine grading systems, frequent student evaluations. Suggestions on what could be done dealt with such items as emphasizing problem solving and critical thinking, sharing information on resources and research, and sharing evaluation results immediately. It was recommended that academic administrators examine the ideas provided by the nontenured faculty members, encourage study of the ideas at the department level, and provide whatever resources possible to implement suggested practices. The instruments used in the study are appended, and responses are listed by rank order. (JD)

ED 326 540 TM 015 544

Rivers, Janelle L.

Is This Peer Coaching? Conversation Analysis of a Teacher Conference.

PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Classroom Observation Techniques; Cognitive Processes; *Conferences; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Feedback; Higher Education; *Inservice Teacher Education; Interviews; Peer Evaluation; *Peer Relationship; Qualitative Research; Secondary School Teachers; *Speech Communication; Teacher Evaluation; Videotape Recordings
IDENTIFIERS- Coaching for Improved Teaching; Conversation; *Dyadic Interaction Analysis; *Peer Coaching

Using a segment of one program from a series of videotaped staff development programs as a data base, this paper investigates the nature of the relationship involved in peer coaching. The segment is a model interview between two teachers who are engaged in a peer coaching program. The series, Coaching for Improved Teaching, promotes the idea that teachers can be partners in the coaching process, which includes observing each other, taking notes on observed lessons, and providing feedback through peer conferences. Two methodologies are employed in the paper: a conversation analysis of the interview focused on the qualitative aspects of the discourse at the detail level, and a quantitative examination using the sequential analysis techniques developed by B. C. Wampold (1984) in conjunction with the coding system developed by R. Penman (1980). This analysis examines structural and pragmatic patterns of behavior and control characteristics in the conversational dyad. The conversation analysis is based on three types of evidence: recipient design, observer overlap, and absence of commonality in the discourse. Results indicate a relatively equal but competitive relationship, with the observer attempting to gain control of the interview while the teacher attempts to maintain independence. It appears that coaches need to develop a subtle repertoire of conferencing styles. Training for coaching should address affective as well as cognitive aspects. Eight tables and five figures are included. (TJH)

ED 326 555 TM 015 826

Hymel, Glenn M.

The Carroll Model of School Learning: A 25-Year Retrospective View of Its Foundational Role in Mastery Learning Theory and Practice.

PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 30-April 2, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude; *Educational History; Educational Trends; Instructional Effectiveness; Learning Processes; *Learning Theories; Literature Reviews; *Mastery Learning; *Mathematical Models; *School Role; Teaching Methods
IDENTIFIERS- *Carroll Learning Model

It has been 25 years since the publication of J. B. Carroll's (1963) seminal work on the model of school learning (MSL) and its subsequent identification by B. S. Bloom (1968) as the theoretical basis underlying mastery learning. Carroll's model of school learning is a theoretical formulation asserting that the degree of learning attained on a given task is a function of the time spent by a student on the task divided by the time needed by the student for the mastery of that task. Bloom's mastery learning theory encompasses: (1) a set of optimistic assumptions regarding the capability of students to learn the contents of a course/unit to a high degree of proficiency provided that learning conditions are maximized; and (2) an array of instruction-based functions or purposes served by the preparatory, delivery, and evaluative tasks of diagnostic-prescriptive teaching. This paper provides a 25-year retrospective view of the foundational role assumed by the variables and operations of Carroll's MSL in directing mastery learning efforts. More specifically, attention is given to the strategic impact of Carroll's conceptualizations of aptitude, quality of instruction, and opportunity to learn on Bloom's optimism regarding the capability of students to learn and his diagnostic-prescriptive teaching regimen. (Author/SLD)

ED 326 490 SP 032 691

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

What's Cooking For Kids?

PUB DATE- Jul 85

NOTE- 30p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Cooking Instruction; *Eating Habits; Grade 4; Grade 5; Grade 6; *Group Activities; *Health Promotion; Intermediate Grades; *Nutrition Instruction; Teaching Guides

This booklet on nutrition for grades 4-6 contains classroom activities as well as recipes for easily prepared nutritious dishes, e.g., applesauce, cookies, bread. Information is provided on the nutritional values of items in the basic food groups, and activity sheets are included. (JD)

ED 326 598 UD 027 845

Benjamin, Marva P.; Morgan, Patti C.
Georgetown Univ. Child Development Center, Washington, DC. CASSP Technical Assistance Center.
Refugee Children Traumatized by War and Violence: The Challenge Offered to the Service Delivery System.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE- Apr 89
NOTE- 61p.; Proceedings of the Conference on Refugee Children Traumatized by War and Violence (Bethesda, MD, September 28-30, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Collected Works - Proceedings (021)
DESCRIPTORS- *Adjustment (to Environment); Agency Cooperation; *Childhood Needs; *Cooperative Programs; *Cultural Awareness; Educational Needs; Mental Health Programs; *Minority Group Children; Models; *Refugees; Urban Programs

This document summarizes issues presented by 16 scholars, researchers, and practitioners from the United States and Canada at a conference on refugee children traumatized by war and violence and suggests a service delivery model for these children and their families. A large percentage of the legal and illegal immigrants who have entered the United States since the Refugee Act of 1980 are children who require assistance from community-based institutions. These children present the following problems to the human services delivery system: (1) lack of a common language; (2) culturally different concepts of illness and health; (3) educational deficiencies; and (4) fear of "foreign" treatment approaches. Current fiscal pressures have reduced the financial resources available to meet their needs. Policymakers and service providers must coordinate, communicate, and collaborate to make the best possible use of the remaining public and private resources. It is recommended that a central collection place for research and program information on refugees be created to help service providers overcome fragmentation, and that coalitions at the national, state, and local levels be developed to design, execute, and evaluate systems of care for refugees. Model service delivery programs foster a network of organizations and individuals concerned with refugee issues, redirect existing programs to meet immediate needs, and develop special culturally sensitive services for refugee children. Lists of the conference participants, the papers presented, and additional resources are included. (FMW)

ED 326 508 SP 032 741

Seaberg, John J., Jr.; And Others
A Comprehensive Statewide School Improvement Staff Development Plan Utilizing Practitioners.
PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Conference of the National Council of States on Inservice Education (Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Inservice Teacher Education; Long Range Planning; *Management Development; Participative Decision Making; Public Schools; School Based Management; School Districts; *Staff Development; *State Programs; *Training Methods
IDENTIFIERS- Oklahoma; *Training of Trainers Model

A description is given of the Oklahoma Leadership in Educational Administration (LEAD) project, a professional development program for state administrators which utilizes materials and methods developed by practitioners to meet needs brought about by state legislation for reform in education. The strength of the Oklahoma LEAD project lies in two areas: (1) the involvement of practitioners in the design of materials to be used by peers; and (2) the establishment of close working relationships with several groups in the state who deal with administrative preparation, certification, and professional development. Several instructional modules have been developed or are in the final stages of development. These include site-based school improvement, Oklahoma minimum criteria for effective teaching performance, supervision/evaluation, school discipline, student achievement, expectations, and research retrieval/application. The contents of the modules are outlined, and a brief overview of the LEAD project is presented. (JD)

ED 326 525 SP 032 774

Perreault, George

Teaching Internships: A Flexible Solution for Emerging Problems.

PUB DATE- Nov 90
NOTE- 13p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Contracts; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; *On the Job Training; School Districts; *Site Selection; Teacher Certification; *Teacher Placement
IDENTIFIERS- New Mexico Highlands University

This paper differentiates between student teaching, beginning teacher induction, and internship programs by defining an intern as "an uncertified teacher on a limited contract with reduced teaching responsibilities and increased supervision and support." Recent literature dealing with induction programs is examined briefly and a model internship program in operation at New Mexico Highlands University is described. The distinguishing characteristics of the model are that it is a flexible, site-initiated program for undergraduate students and that it works in close cooperation with school districts. Internships are provided both for in-place district personnel and the university's resident undergraduate students. Factors to be considered in arranging appropriate sites include: the teaching situation; availability of mentors; orientation procedures; supervision; on-site training; and contract terms. Program benefits to interns, school districts, and state departments of education are discussed. (JD)

ED 326 569 TM 015 881

Holcombe, Bettye Pulliam; Shelton, Aubrey W.

A Study of Seventeen School Districts on Probationary Status after a Remediation Process.

PUB DATE- Nov 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); *Achievement Tests; Comparative Testing; Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Program Evaluation; *Remedial Programs; *School Districts; State Programs; Testing Programs

IDENTIFIERS- Basic Skills Assessment Program; Functional Literacy Examination; *Mississippi; Stanford Achievement Tests

As a result of the Educational Reform Act in 1982, the Mississippi State Board of Education adopted accreditation levels from 1 to 5, with 1 being the lowest level. In 1988, 17 school districts were assigned to the Level 1 status by the Commission on School Accreditation, based on results of the following performance standards: Basic Skills Assessment Program (BSAP), Stanford Achievement Test (SAT) in grades 4 and 6, and Functional Literacy Examination (FLE) in grade 11. As mandated, all Level 1 school districts must write and implement a district remediation plan. The MSDE employed 57 consultants to work with the 17 Level 1 school districts for 1 year. Each district's remediation plan was developed using the consultants' findings, the test data of the district, and other information about the areas of deficiency. This study assessed whether or not there were any differences in achievement between the 17 Level 1 school districts and the bottom 18 Level 2 school districts before and after a remediation process by the Mississippi State Department of Education (MSDE). The results in reading, math, and written communication on the BSAP in grades 3, 5, and 8; and on the FLE in grade 11 are reported. The SAT results in grades 4 and 6 in reading, math, and language are reported. Data for the 1987 and 1988 test administrations were obtained from the MSDE. The data were analyzed using an independent "t" test. The results show a significant difference in the 1987 testing of the Level 1 and Level 2 school districts. Before the remediation process, there was a significant difference in 6 of the 18 performance standards. These differences were found on the SAT for grades 4 and 6 in reading, math, and language. After the remediation process, only one difference was found in the 18 performance standards; this difference was on the SAT for grade 6 in language. Two data tables are included. (RLC)

ED 326 491 SP 032 699

Concepcion-Lutz, Paz, Comp.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
Community Participation in Nutrition Education. A Training Manual. Nutrition Education Series Issue 17.
PUB DATE- 88
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Change; Community Attitudes; *Community Involvement; Developing Nations; *Disease Control; *Family Health; *Health Education; *Hygiene; Inservice Teacher Education; *Nutrition Instruction; Preservice Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Sierra Leone

This training manual is a compilation of the concepts, body of knowledge, and processes gained from a pilot project developed at Bunumbu Teachers College in Sierra Leone. The content and suggested activities refer specifically to Sierra Leone. The manual emphasizes community participation in curriculum development for health and nutrition education at all levels. Part 1 deals with community participation in nutrition education. Part 2 discusses teaching and learning in community participatory activities, from primary school through teacher education. Part 3 presents training modules for teachers. Much of the material came from papers, comments, or outcomes from seminars and curriculum writing workshops in community development, health, and nutrition. Appendices include a community nutrition survey for use with families; a form for entering the nutrition status of each child; checklist, pretest, and lesson outlines for the mothers' workshop in nutrition; and a scope and sequence table for primary home economics. (JD)

ED 326 584　　　　TM 015 962

Facione, Peter A.

The California Critical Thinking Skills Test--College Level. Technical Report No. 3. Gender, Ethnicity, Major, CT Self-Esteem, and the CCTST.

PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Analysis of Covariance; Cognitive Tests; *College Students; *Critical Thinking; *Ethnicity; Higher Education; *Majors (Students); Pretests Posttests; Racial Differences; *Self Esteem; *Sex Differences; Skill Development; Thinking Skills
IDENTIFIERS- *California Critical Thinking Skills Test (College)

The California Critical Thinking Skills Test--College Level (CCTST) was examined in terms of the possible impact on critical thinking (CT) skill performance of: (1) student gender; (2) ethnicity; (3) academic major; and (4) CT self-esteem. The CCTST was administered to 1,196 students at California State University (Fullerton) in the 1989-90 school year, with pretest data from the February administration, and posttest data from administrations at the ends of semesters in November 1989 and May 1990. Data were gathered from four courses satisfying a college requirement in critical thinking and a control group course. The analysis of pretest and control data indicated that the CCTST was not gender biased. The analysis of covariance indicated that the CCTST does not favor or place at a disadvantage any particular ethnic or racial group. Student CT self-confidence did correlate to relative success on the CCTST. Posttest data did indicate significant differences by gender, ethnicity, and academic major, indicating a need for additional research on the differential impact of college CT courses on skill acquisition. (SLD)

ED 326 541 TM 015 636

Crawford, Paul L.; And Others
Postdictions of College GPAs from ACT Composite Scores and High School GPAs: Comparisons by Race and Gender.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *College Entrance Examinations; College Freshmen; College Sophomores; Comparative Analysis; Equations (Mathematics); *Grade Point Average; Higher Education; High Schools; Mathematical Models; *Predictor Variables; *Racial Differences; Scores; *Sex Differences; Test Results; *Undergraduate Students; Validity
IDENTIFIERS- *American College Testing Program

"Postdictions" of college grade point averages (GPAs) from high school GPAs and/or American College Testing Program (ACT) composite scores were compared by gender and race for 1,121 freshmen and sophomore students at a West Virginia College. The sample included 945 white and 176 black students, and 553 males and 568 females. Significant differences in postdictions were found for race and gender with substantially greater frequencies of over/under postdictions when the ACT composite score was the only predictor variable. Significant differences between validity coefficients of two linear regression models were found. One model used combined ACT composite scores and high school GPA to predict college GPA, while the other made a direct prediction of college GPA from ACT composite scores. Results of the former model indicated that high school GPA contributed significantly to prediction efficiency. No significant gender or race differences were found between regression coefficients or intercepts in either predictive model. There were significant gender and race differences between high school GPAs, college GPAs, and ACT composite scores in all state universities and colleges. College GPAs were under-postdicted for female white students and over-postdicted for male students. Significant gender and race postdiction differences were found in different predictor models and from different sample pools. A 19-item list of references and 6 data tables are included. (TJH)

Hymel, Glenn M.; And Others
Textbook Selection Procedures: A Comprehensive Approach.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Students; Data Analysis; Data Collection; Evaluation Methods; Higher Education; Introductory Courses; *Psychology; Regression (Statistics); *Research Methodology; Textbook Content; Textbook Evaluation; *Textbook Selection

Procedures and findings of a recent introductory psychology textbook selection effort at 4-year liberal arts undergraduate institution are presented. The following sequential steps were taken: (1) identification of introductory texts for consideration; (2) design of an evaluation form for reviewing targeted books; and (3) collection and analysis procedures for data generated for each book. Seven faculty members and three psychology majors evaluated 34 books on 12 selected factors. Data analysis was predicated largely on stepwise regression. The five top-rated books were rated again to yield a preference that became the department's introductory text. The findings of the correlational matrix and stepwise multiple linear regression identified six specific evaluative criteria to be emphasized in future book selection: content breadth within chapters; anticipated student reactions; readability; content depth throughout; organization; and design and learning appeal. Four tables and an appendix give the ratings of the books considered. The evaluation form and a 25-item list of references are included. (SLD)

ED 326 509 SP 032 742

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
The Carnegie Foundation for the Advancement of Teaching.
Eighty-Fourth Annual Report for the Year Ended June 30, 1989.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) o
DESCRIPTORS- *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Excellence in Education; Financial Support; Philanthropic Foundations; *Professional Recognition; School Based Management; *School Restructuring; State Standards
IDENTIFIERS- *National Priorities

This annual report of the Carnegie Foundation sets forth the goals the foundation has established for the improvement of education: (1) an urgent call to national action in school reform; (2) a commitment to the disadvantaged; (3) a crusade to strengthen teaching; (4) state standards, with leadership at the local school; (5) a quality curriculum; and (6) an effective way to monitor results. The report of the foundation's treasurer provides comprehensive information on the income and expenditures for the year. The Carnegie philanthropies are briefly described. (JD)

ED 326 526 SP 032 775

Benton, Gary J.; Richardson, Gloria
A Survey of Attitudes toward Student Teaching.
PUB DATE- Nov 90
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990). Alternative title: Assessing the Attitudes of Student Teachers toward Their Student Teaching Experience.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Higher Education; Preservice Teacher Education; Program Attitudes; Questionnaires; Reliability; Research Design; Socialization; *Student Teacher Attitudes; Surveys

A description is presented of the development of an attitude survey, the Mississippi Student Teacher Attitude Inventory, which was designed to establish a reliable instrument for obtaining feedback concerning student teaching. A synthesis of studies from related literature indicate that there are numerous ways to approach the assessment of student teacher attitudes and that socialization into teaching is affected by a number of variables. During the fall semester of 1989, items were selected for the instrument. The basis for the selection of the specific items was derived from the courses included in the teacher preparation program designed to meet the requirements of the Mississippi Educational Reform Act of 1982. A total of 38 items were included in the final survey. The survey was administered to 136 students at the end of their student teaching in the spring semester, 1990; an analysis of the results demonstrated the instrument's reliability. Future studies are planned to utilize it in a variety of ways. A table displays data on the frequency and percent of responses for the inventory. (JD)

ED 326 599 UD 027 847

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Chapter 1/Pupils with Compensatory Educational Needs: 1989-90 Peer Tutoring Program End-of-Year Report. OREA Report.
PUB DATE- Oct 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; Basic Skills; *Compensatory Education; *Dropout Prevention; Dropout Programs; English (Second Language); Federal Programs; High Risk Students; High Schools; *High School Students; *Peer Teaching; Program Evaluation; State Programs; *Tutoring; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

The New York City high schools participating in the 1989/90 Peer Tutoring Program demonstrated excellent performance in reaching program objectives. The Peer Tutoring Program serves high school students who have failed to achieve specified levels of achievement in mathematics, reading/writing, or English as a Second Language. Higher-achieving students provide tutoring in one-to-one or small group sessions either before or after school. A few schools also provided in-classroom tutorials. The program is funded in low-income schools by Chapter 1 of the Education Consolidation and Improvement Act and in other schools by New York State's Pupils with Compensatory Educational Needs (PCEN) Program. Sixty-two of the 71 participating schools responded with evaluation information on 721 tutors and 7,492 students. Ninety-seven percent of the schools met the first objective of at least 25 students participating in the before- or after-school programs. The program as a whole met the second objective of at least 50 percent of the participants in the before- and after-school programs participating for at least 9 hours of instruction, and the third objective of at least 70 percent of the participants in classroom tutorials passing the class in which they were being tutored. Eighty percent of the schools met the fourth objective of training at least five tutors. Many of the schools expressed interest in implementing computer-assisted tutorial instruction in future programs. Statistical data are presented in three tables. (FMW)

ED 326 492 SP 032 700

Wortham, Sue C., Ed.; Frost, Joe L., Ed.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
Playgrounds for Young Children: National Survey and Perspectives.
PUB DATE- 90
NOTE- 261p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) P
DESCRIPTORS- *Childrens Games; Equipment; National Surveys; *Outdoor Activities; *Perceptual Motor Learning; *Playgrounds; Preschool Education; *Pretend Play; Safety; Young Children

Data gathered by a national survey of preschool playground equipment provided comprehensive information on all aspects of the play environment for young children. This collection presents the perspectives of writers on the function of playgrounds and the nature of children's play. In adition to the introduction by Sue C. Wortham and Joe L. Frost, the following articles make up the volume: (1) "National Survey of Preschool Centers Playground Equipment" (Louis Bowers); (2) "Results of the Survey" (Louis Bowers); (3) "Young Children and Playground Safety" (Joe L. Frost); (4) "Play Environments for Young Children: Design Perspectives" (Steen B. Esbensen); (5) "Infant-Toddler Playgrounds" (Sue C. Wortham); (6) "Advances in Playground Equipment for Young Children" (Marshal R. Wortham); (7) "Maintaining Play Environments: Training, Checklists, and Documentation" (Donna Thompson, Lawrence D. Bruya, Michael E. Crawford); (8) "Promoting Perceptual-Motor Development in Young Children's Play" (Tom Jambor); (9) "The Role of Adults in Children's Play" (Thomas D. Yawkey); (10) "Outdoor Play--What Happens Here?" (Mary S. Rivkin); and (11) "Magical Playscapes" (James Talbot, Joe L. Frost). (JD)

ED 326 570 TM 015 894

Cobern, William W.
Education Research Will Not Profit from Radical Constructionism.
PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Arizona Education Research Organization (Tempe, AZ, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Educational Philosophy; *Educational Research; Epistemology; Higher Education; *Science Education; Science Teachers; Teacher Behavior; *Teacher Education
IDENTIFIERS- *Radical Constructionism; Science Education Research

This paper examines the historical roots of critical realism in western thought, highlights the dramatic nature of the shift in thought that the radical constructivists are seeking, and critically considers the relevance of radical constructivism in science teacher education. Radical constructivism is an epistemological philosophy that divorces knowing from any notion that reality is the referent of knowledge. Radical constructivists argue that adopting this view, rather than the realist view, will help teachers improve science instruction. The argument was put forward by Ernst von Glasersfeld at the 1990 annual meeting of the National Association for Research in Science Teaching. However, Glasersfeld's position implies a dramatic shift away from critical realism, which has deep historical roots in western thought and which was critical to the development of modern science. Furthermore, the possible effect of radical constructivism on science teaching must be questioned. Many would argue that there is little reason to think that ontological beliefs are more critical in teacher behavior than social and material factors. Nevertheless, ontological belief is an interesting aspect of culture and could be incorporated into a general discussion of cultural issues during a program of science teacher education. The thorough discussion of ontological issues, however, is probably best left for graduate education. (Author/TJH)

ED 326 585 UD 026 889

Maryland Governor's Commission on Black and Minority Health, Baltimore.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.

Now Is the Time: An Action Agenda for Improving Black and Minority Health in Maryland. The Final Report of the Maryland Governor's Commission on Black and Minority Health.

PUB DATE- Nov 87
NOTE- 228p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Blacks; Demography; *Health Needs; *Health Promotion; Health Services; Hearings; Migrant Workers; *Minority Groups; Mortality Rate; Public Health; *Racial Differences; Refugees; State Surveys; Whites
IDENTIFIERS- *Access to Health Care; *Maryland

This document comprises a report on the disparity between the health status of Maryland's blacks and minorities and the white population. Information was gathered from statewide public hearings at which over 50 individuals and groups representing the general public and health care providers testified. The major finding was that a disproportionate number of black and minority Marylanders died needlessly between 1983 and 1985 from diseases, homicide, or accidents that were either preventable or controllable. Although Maryland has one of the best health care delivery systems in the nation, major improvements are needed if the health status of blacks and minorities is to change. Goals for improvement and priority recommendations are discussed. Statistical data are included on one graph and 13 tables. Brief summaries of the following topics are also included: (1) major racial health-related disparities in Maryland; (2) factors contributing to identified racial health disparities; (3) major causes of death and related risk factors; (4) differences in the cultural norms of Anglo-Americans and minorities that may impede health care; and (5) priority goals and recommendations. Lists of the Governor's Commission on Black and Minority Health Task Force members, a national directory of health-related organizations and agencies, and brief discussions of the major health problems of Native Americans, refugees, and migrant farm workers in Maryland are appended. (FMW)

ED 326 510 SP 032 743

Sparzo, Frank J.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Preparing Better Teacher-Made Tests: A Practical Guide. Fastback 311.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; *Essay Tests; *Objective Tests; Questioning Techniques; *Teacher Made Tests; *Test Construction; Test Format; *Test Items

This fastback concentrates on writing technically correct test items that are compatible with the teacher's instructional objectives. The introductory chapter touches on some of the problems associated with preparing classroom tests. The second chapter outlines five steps in preparing a test according to the "Plan-Write" System: (1) prepare a content outline; (2) list instructional objectives; (3) appraise student performance levels; (4) note content, objectives, and levels in a test blueprint; and (5) write test items. The third chapter describes the do's and don'ts of writing true-false, multiple choice, matching, and completion test items, and essay questions. The last chapter provides practice in applying these suggestions. (JD)

ED 326 542 TM 015 645

Woolever, Roberta
A New Approach to Activity Structure Analysis.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 90
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Evaluators; *Graduate Students; Higher Education; *Interrater Reliability; *Protocol Analysis; Reliability; *Research Methodology; Validity
IDENTIFIERS- *Activity Structures

A protocol for analyzing the activity structure of a classroom lesson was developed and field tested. The protocol can be completed on site by a person serving as both observer and analyst. Validity of the protocol was established by reference to the large body of qualitative research on activity structure and the analysis of teaching. The reliability of the protocol was assessed by calculating the percentage of inter-observer/analyst agreement for 47 lessons observed in 24 classes by pairs of observers/analysts. Observers were nine graduate students in the School of Education of a large research university who had received instruction in the activity structure approach. Initial inter-observer agreement ranged from 57% to 96.5%. When added to the percent of agreement that resulted from consensus seeking, overall agreement reached 97.6%. Results of an exploratory analysis of the content level, grade level, and subject area, and the inter-observer agreement indicate the utility of the activity structure analysis for data collection. Two tables and one figure contain information from the study. Appendixes contain: (1) directions for segmenting the lesson and mapping activity structure; (2) the activity structure analysis codebook; and (3) the analysis form. (SLD)

ED 326 557 TM 015 834

Austin, J. Sue; Martin, Nancy K.

Factors Influencing the Social, Emotional, and Academic Development of High School College-Prep Students.

PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Attitude Measures; College Bound Students; *College Preparation; *Emotional Development; Grade 10; High Schools; *High School Students; *Predictor Variables; Social Development; *Student Development; Student Motivation

The effects of several variables on social, emotional, and academic development of high school students were evaluated. Variables were: (1) educational level of parents; (2) marital status of parents; (3) number of children in the family; and (4) family stability. Subjects were 52 10th-grade college-preparatory students from a southern public high school. Data were collected using: the Measures of Psychosocial Development, a self-report inventory based on Eriksonian constructs; the School Environment Preference Survey; and the Study Attitudes and Methods Survey, a measure of dimensions of attitude, motivation, and study habits that contribute to success in school. Multivariate analysis of variance was computed for student scores on each scale of the three measures. Results indicate significant differences in autonomy, initiative, ego integrity, guilt, isolation, academic interest, study methods, manipulation, and alienation toward authority. The implications of the findings for programs to enhance the social, emotional, and academic development of adolescents are discussed. Two tables present data from the study. (SLD)

ED 326 527 SP 032 776

Richardson, Gloria; Sistrunk, Walter E.
Supervision, Burnout, and Evaluation of Instruction.
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Instructional Improvement; Principals; Secondary Education; *Secondary School Teachers; *Supervisory Methods; *Teacher Attitudes; *Teacher Behavior; *Teacher Burnout; *Teacher Evaluation
IDENTIFIERS- Mississippi

This study sought to determine whether there was a significant difference between Mississippi teachers' perceptions of principals' supervisory behaviors and teachers' perceptions of burnout. Data were obtained from 120 Mississippi secondary school teachers. Two instruments were used: the Maslach Burnout Inventory Form Ed (MBI) and the Supervisory Behavior Description Questionnaire, Form One (SBDQ). Significant differences were found for the Depersonalization subscale of the MBI and both Directive and Collaborative dimensions for the Evaluation of Instruction on the SBDQ. Teachers reported both high and moderate levels of Depersonalization with Collaborative behaviors and lower levels with Directive supervisory behaviors. The conclusion was that teachers preferred the principal to evaluate with Directive behaviors. Teachers indicated more depersonalization and, therefore, less satisfaction when required to collaborate. (JD)

ED 326 586 UD 027 386

Chrispeels, Janet; And Others
San Diego County Office of Education, CA.
Communicating with Parents.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Aug 88
NOTE- 392p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Educational Improvement; Educational Strategies; Elementary Secondary Education; *Family School Relationship; *Parent Participation; *Parent Role; Parents as Teachers; *Parent School Relationship; Parent Teacher Cooperation; School Effectiveness; *School Role; *Teacher Role
IDENTIFIERS- *Partnerships

This guide is designed to help schools and teachers communicate better with parents. Communication is seen as the basic foundation for learning and the means for developing parent involvement programs and building a strong home-school partnership. The guide presents strategies that schools and teachers are using to communicate with parents and suggests ideas and information that parents need to help their children succeed in school. It includes an introductory section on how to use the guide, a home-school partnership planner, and 173 exhibits divided into two main sections. The first section focuses on schoolwide communications and involvement strategies and is designed to assist school site administrators, resource teachers, parent involvement coordinators, and parent leaders. It provides examples of the following categories: (1) partnership pledges; (2) school newsletters; (3) school handbooks; (4) parent surveys and interviews; (5) using the telephone; (6) special meetings; (7) home visits; and (8) communicating through volunteers. The second section is organized to provide ideas on how teachers can improve their working relations with parents. It presents examples of the following categories: (1) introductory and end-of-the-year letters; (2) classroom newsletters; (3) report cards and interim progress reports; (4) homework; (5) home learning activities; (6) parent-teacher conferencing; and (7) telephone reports. (AF)

ED 326 600 UD 027 848

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Attendance Improvement and Dropout Prevention (AIDP) Demonstration and Replication Program 1989. OREA Evaluation Section Report.

PUB DATE- 89
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; Conflict Resolution; *Cooperative Programs; Demonstration Programs; *Dropout Prevention; *Dropout Programs; *English (Second Language); Leadership Training; *Parent Participation; Program Evaluation; Remedial Reading; Secondary Education; Urban Programs
IDENTIFIERS- *New York City Board of Education

Each of the 1989 dropout prevention programs funded under the New York City Attendance Improvement Dropout Prevention (AIDP) Demonstration and Replication Program was successful in meeting some of its objectives, and all of the programs were viewed as valuable by principals and teachers. The program encourages the design and implementation of collaborative projects that address specific problems that prevent students from completing high school. The evaluation of the following projects is described: (1) Project SMART, a conflict mediation program involving a collaboration between the Victim Services Agency (VSA) and four high schools; (2) Enhancing Basic Reading Skills, an after-school reading and guidance program that used a consultant to design a specialized reading program; (3) Cultural Diversity at Prospect Heights: Strategies for Meeting Staff, Student, Parent, and School Needs, a three-pronged program comprising English instruction, student leadership training, and peer truancy prevention involving collaborations between the school and Brooklyn College, New York University, and the Crown Heights Collective; and (4) English-as-a-Second-Language (ESL) Instruction for Parents, a dual program offering language instruction for parents of Hispanic students enrolled in an AIDP reading program and offering workshops and field trips to students whose parents participated; this program did not involve collaboration with an outside agency. The following problems were encountered by more than one program: (1) stimulating parent participation; (2) late start-up due to delays; (3) availability of funds; and (4) poor design of evaluation objectives. Statistical data are presented in four tables. (FMW)

ED 326 493 SP 032 714

Littleton, Mark; And Others

Tarleton Model for Accelerated Teacher Education (TMATE). A Collaborative Approach.

PUB DATE- Oct 89

NOTE- 12p.; Paper presented at the Mid-America Regional Conference of the Association of Teacher Educators (October 1989). For more information, see SP 032 715.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alternative Teacher Certification; *College School Cooperation; Course Content; Elementary Secondary Education; Higher Education; *Internship Programs; Mentors; Program Costs; *Program Development; Summer Programs; *Training Objectives

IDENTIFIERS- Tarleton State University TX

The Tarleton Model for Accelerated Teacher Education (TMATE) is a collaborative teacher education program between Tarleton State University and public school districts in Texas. The program was designed to expedite the certification of persons already holding a bachelor's degree. Summer school at the university--including 3 weeks of teaching in the university's lab school--is followed by a year of internship jointly supervised by the university and cooperating school district. This paper presents detailed information on the philosophy, history, goals, entry requirements, and design of the program, as well as an outline of the required university coursework and course content for elementary and secondary teachers, exit requirements, certification requirements, mentor training, and the TMATE financial design. (JD)

ED 326 511 SP 032 744

Southern Regional Education Board, Atlanta, Ga.
SREB Teacher Salary Update: Estimated Averages, 1980 to 1990; Proposed Increases, 1991.
PUB DATE- May 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; National Surveys; *Promotion (Occupational); Public Schools; *Public School Teachers; *State Legislation; *State Surveys; *Teacher Salaries
IDENTIFIERS- *Cost of Living Wage Adjustment; *United States (South)

This fact sheet provides figures on teacher salaries in the Southern Regional Education Board (SREB) states--Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. A table is included of estimated average salaries and estimated increases for the SREB states and for the United States. The statistical data are presented under the headings: estimated average teacher salary for 1989-1990; percent of change in salary for 1980 to 1990; percent change 1989 to 1990; and proposed/estimated percent increase for 1990-1991. In the past 10 years, the estimated national average teacher salary has gone from nearly $16,000 to just over $31,400 (up 96.1 percent). The SREB average has changed by 95.3 percent, from about $14,000 to $27,338. (JDD)

ED 326 558 TM 015 835

Wilson, Brenda
Students' Assessment of Distance Learning.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Placement Programs; Attitude Measures; College Bound Students; *Course Evaluation; *Distance Education; High Schools; *High School Seniors; Instructional Effectiveness; *Interactive Video; Satellite Facilities; *Student Attitudes; *Telecommunications; Telecourses
IDENTIFIERS- *STAR SCHOOLS Program; Student Surveys

Students' initial perceptions of distance learning were assessed. The STAR SCHOOLS program, an initiative to promote the use of telecommunications in education and distance learning, funded the Alabama STAR SCHOOLS Program through the University of Alabama (Birmingham). Twelve satellite courses produced by Oklahoma State University were delivered to 75 seniors (93% were black students and 7% were white students) at three high schools (two inner city schools and one high school in a predominantly black city adjacent to Birmingham). Courses were advanced placement and college-level academic courses delivered with one-way video and two-way audio. A survey was designed to assess initial student perceptions of the use of this medium in their education. Most students had enrolled because they wanted to learn what a college course was like. Eighty-five percent said they would recommend the satellite course to others. Most looked forward to college work and thought that they had gained new skills. There was some criticism of the televised instructor's presentation, but most found the coordinating instructor (i.e., the teacher present at the receiving site) very helpful. Most reported a greater sense of personal responsibility and higher self-confidence as a result of taking the course. Six tables and the survey form are included. (SLD)

ED 326 571 TM 015 897

Daiker, Donald A., Ed.; And Others
Miami Univ., Oxford, Ohio.
The Best of Miami's Portfolios.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advanced Placement Programs; *College Bound Students; College Credits; College English; *College Freshmen; Essays; *High Achievement; Higher Education; High Schools; Letters (Correspondence); *Portfolios (Background Materials); Short Stories; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Miami University OH; *Writing Samples

In 1990, Miami University of Ohio became the first institution of higher education in the nation to award entering students credit and advanced placement in college composition on the basis of a collection of their best high school writing samples. The student's writing portfolio package consists of four pieces: a reflective letter introducing the writer and the portfolio, a story or description, an explanatory essay, and an analysis of a written text. Each portfolio is read independently by two faculty members of the Department of English specially trained in portfolio writing assessment and scored using a six-point guide. Three to six credits can be awarded based upon the evaluations. Six portfolios are presented, all of them were rated "excellent" by both faculty raters and judged to be truly outstanding--the very best of the 277 portfolios submitted. Appendices include the 1990 scoring guide for portfolios, a description of portfolio contents, guidelines for portfolio submission, and a portfolio cover sheet. (TJH)

ED 326 528 SP 032 782

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
The Condition of Teaching. A State-by-State Analysis, 1990. A Technical Report.

PUB DATE- 90
NOTE- 319p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Excellence in Education; Instructional Improvement; *National Surveys; Participative Decision Making; Professional Recognition; *Public School Teachers; Student Characteristics; *Teacher Attitudes; Teacher Salaries; Teaching Conditions

Section 1 of this report presents the results of a national survey of public school teachers in 1990, which solicited their views and opinions on the current condition of teaching. Over 20,000 teachers responded to the survey which contained questions ranging from their assessment of overall morale to the availability of instructional materials, from their assessment of a decade of school reform to parents' support of teachers. The questionnaire covered the following topics: (1) attitudes and values of teachers today; (2) characteristics of today's students; (3) learning and instruction; (4) working conditions: school climate; (5) working conditions: buildings and materials; (6) teacher involvement in decision making; (7) the status of the profession; and (8) school improvement. Section 2 of the report presents state-by-state comparisons of the survey results. Comparisons are based on responses to the topics covered by the questionnaire. Results are displayed on tables. (JD)

ED 326 543 TM 015 662

Staszewski, James J.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Skill and Skilled Memory. Final Report. Research Report 04206.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 18 Feb 90
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Higher Education; Longitudinal Studies; *Memory; *Mnemonics; *Performance Factors; *Skill Analysis; Skill Development; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- Digit Span Tasks; *Expertise; Retrieval (Memory)

Two longitudinal studies of expert-level cognitive skills and their acquisition are reported. The first study focused on the skill of an otherwise normal subject who increased his digit-span to over 100 digits with 4.5 years of practice using the mnemonic system developed by W. G. Chase and K. A. Ericsson. The second study followed two college undergraduates who became mental calculation experts by practicing for 3 to 4 years with strategies used by previously studied experts. The studies relied on the tenets of skilled memory theory. Observations of subjects' learning and performance suggest that acquired knowledge, rather than exceptional native talents or general aptitudes, constitutes the foundation of expertise, and that the knowledge structures and processing that support expertise can be analyzed. Theoretical analyses reveal that rapid and reliable storage and retrieval of information in long-term memory (LTM) appears to be a key characteristic of experts' information processing. Acquired memory skills enable experts to use LTM in order to reduce the constraints that a limited working memory capacity imposes on performance in complex tasks. The studies also document the effects of efficient information-processing strategies on cognitive skill acquisition and expert performance. The report distribution list is appended. A 5-item summary of publications, a 92-item list of references, 11 figures, and 9 tables are included. (TJH)

ED 326 494 SP 032 715

Littleton, Mark; And Others

University/Public School Collaboration in an Alternative Certification Model.

PUB DATE- Nov 89

NOTE- 13p.; Paper presented at the Conference of the National Council of States on Inservice Education (San Antonio, TX, November 1989). For more information, see SP 032 714.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alternative Teacher Certification; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Internship Programs; *Mentors; Models; *Program Effectiveness; *Summer Programs

IDENTIFIERS- Tarleton State University TX; Texas

The Tarleton State University Model for Accelerated Teacher Education (TMATE) was developed to expedite the certification of persons already holding a bachelor's degree and to help meet specific staffing needs of school districts in the Tarleton service area. Collaboration between the university and the school district occurs during both the screening and training of participants. Academic screening is conducted by the university; the school district screens through interviews. Prior to beginning the internship, applicants spend 6 to 12 weeks of the summer in an intense professional development program on the university campus. Teaching experience is provided in a 3-week laboratory school. The internship is jointly supervised by the university and the sponsoring school district. A key feature of the internship is the use of mentors for the participants. The university supervisor serves as the liaison between the intern and the school district. TMATE interns are also required to attend a monthly seminar on the Tarleton campus. (JD)

ED 326 512   SP 032 745

Darling-Hammond, Linda; And Others
Rand Corp., Santa Monica, Calif.

The Teaching Internship. Practical Preparation for a Licensed Profession.

SPONS. AGENCY- Minnesota State Board of Teaching, St. Paul.; Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- Jun 90
NOTE- 126p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; •Internship Programs; Licensing Examinations (Professions); Mentors; Preservice Teacher Education; •Professional Education; Program Administration; •State Standards; •Teacher Certification; Teacher Interns
IDENTIFIERS- •Clinical Schools; •Professional Development Schools

This report presents proposed standards for teaching internship programs. The internship standards are intended to be embedded in a state's teacher licensing system. The year-long (paid) internship is simultaneously the last year of formal teacher preparation, the first year of (supervised) teaching, and one requirement for the unrestricted teaching license. An intern would have to satisfactorily complete the internship before taking the final examination to receive a teaching license. The report is intended to provide guidance to teaching standards boards as well as colleges of education, school districts, and others concerned with improving the practical preparation of teachers. The discussion is presented in four sections: (1) "The Case for a Supervised Teaching Internship"; (2) "Internships in the Licensed Professions"; (3) "Standards for an Internship Program"; and (4) "Implementing the Internship: The Value of Clinical Schools." The appendices provide examples of evaluation forms; an extract from "Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships"; the Code of Ethics for Minnesota Teachers; and detailed descriptions of internship programs in four licensed professions--engineering, psychology, architecture, and medicine. A bibliography completes the volume. (JD)

ED 326 572 TM 015 914

Gibbons, Robert D.; And Others
Illinois State Psychiatric Inst., Chicago.

Full-Information Item Bi-Factor Analysis. ONR Technical Report. Biometric Lab Report No. 90-2.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 31 Jul 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); Factor Analysis; *Item Analysis; Item Response Theory; Mathematical Models; Maximum Likelihood Statistics; *Test Items
IDENTIFIERS- *Bi Factor Analysis; Binary Response; *Full Information Factor Analysis

A plausible "s"-factor solution for many types of psychological and educational tests is one in which there is one general factor and "s - 1" group- or method-related factors. The bi-factor solution results from the constraint that each item has a non-zero loading on the primary dimension "alpha(sub j1)" and at most one of the "s - 1" group factors. This structure has been termed the "bi-factor" solution by K. J. Holzinger and F. Swineford (1937), but it also appears in the work of L. R. Tucker and K. G. Joreskog. All attempts at estimating the parameters of this model have been restricted to continuously measured variables; it has not been previously considered in the context of item response theory (IRT). It is conceivable that the bi-factor structure might arise in IRT-related problems. The purpose of this paper is to derive a bi-factor item response model for binary response data, and to develop a corresponding method of parameter estimation. This restriction leads to a major simplification of the likelihood equations that: (1) permits the statistical evaluation of problems of unlimited dimensionality; (2) permits conditional dependence among discrete and previously identified subsets of items; and (3) in some cases, provides more parsimonious factor solutions than an unrestricted full-information item factor analysis might provide. (Author/RLC)

ED 326 587 UD 027 410

Willie, Charles V.; Alves, Michael J.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Proposed Student Assignment Plan. Boston Public Schools. December, 1988.
SPONS. AGENCY- Boston Public Schools, Mass.
PUB DATE- Dec 88
NOTE- 138p.; Some appended material contains small, filled-in type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Access to Education; Accountability; Desegregation Plans; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Racial Balance; *School Choice; *School Desegregation; School District Autonomy; Urban Schools
IDENTIFIERS- *Boston Public Schools MA

The proposed Controlled Choice Student Assignment Plan for the Boston Public Schools guarantees equitable school desegregation by allowing parents and students to make multiple school selections by their own rank-order of preference that will be used to allocate school space in a racially proportional manner. The plan enhances the quality of education by obligating every school to offer an attractive learning environment in a competitive atmosphere. The city will be divided into three assignment zones, each operating as if it were an autonomous school system with its own superintendent and an advisory council of parents, educators, and community leaders. Each school principal will be accountable for improving educational quality while maintaining racial diversity. Each school's enrollment must reflect the racial ratio of the entire school system. Other features include the following: (1) maximum student travel time is between 30 and 40 minutes; (2) zones link contiguous residential areas that meet the criteria of equity and diversity; (3) zones encompass an equivalent range of educational programs and services and have sufficient instructional space to accommodate all residential students; and (4) all racial, ethnic, and socioeconomic groups must have fair access to all schools within a zone. Seven newspaper articles are included. A description of the student assignment process and 15 tables of statistical data (zone student profiles) are appended. (FMW)

ED 326 601 UD 027 849

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
Pupils with Compensatory Educational Needs (PCEN) Summer Remediation Program. 1989 End of Year OREA Report.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Compensatory Education; *English (Second Language); High Schools; Program Evaluation; *Remedial Programs; State Programs; *Summer Programs; Urban Programs
IDENTIFIERS- *New York City Board of Education

The 1989 New York City Pupils with Compensatory Educational Needs (PCEN) Summer Remediation Program met or exceeded each of its objectives. The program comprised basic skills and English-as-a-Second-Language (ESL) courses, serving 12,785 students in 880 classes in the regular high schools and an unspecified number of students at 73 off-site facilities. Participants were either taking a course they had previously failed; or had failed a Regents Competency Test (RCT) in reading, writing, or mathematics; or had fallen below the State Reference Point on the Degrees of Reading Power (DRP) Test. All classes were composed of 25 students or less. Evaluation information was gathered from staff interviews, classroom observations, and statistical data on the number of courses passed and the number of RCTs passed by participants. Sixty-three percent of the participants in the regular school courses passed at least one course, and 50 percent of the participants taking an RCT passed the exam. Students scored above the stated objective on the writing RCT and below the stated objective on the reading and mathematics RCTs. Quantitative data on the performance of participants served by off-site facilities were not available. Recommendations for improvement include compilation of statistical data on the performance of participants served by off-site facilities and inclusion of science and social studies courses in future programs. Statistical data are presented in two tables. (FMW)

ED 326 529 SP 032 783

Hipps, Elizabeth Smith; Halpin, Glennelle

The Relationship of Stress Related to Performance-based Accreditation and Burnout in Teachers and Principals.

PUB DATE- Nov 90
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Administrator Responsibility; Elementary Secondary Education; Job Satisfaction; Minimum Competency Testing; *Performance; *Principals; *State Standards; *Stress Variables; *Teacher Burnout
IDENTIFIERS- Alabama; *Performance Based School Accreditation

Performance-based accreditation has been adopted by a number of states as a means of assuring that local school systems are maintaining quality education programs. The primary purpose of this study was to determine the amount of variance in burnout among Alabama public school teachers and principals that could be accounted for by stress related to the Alabama performance-based accreditation standards. The superintendents of nine Alabama school systems participated in a survey of educators' stress related to the Alabama standards. All 128 elementary and secondary principals and a stratified random sample of 445 teachers were surveyed. Responses of 219 teachers and 58 principals were usable. All subjects completed the Alabama Performance-based Accreditation Standards Stress Measure and the Maslach Burnout Inventory. The findings of the study suggest that for Alabama educators experiencing a significant amount of stress related to the state standards, burnout may be the result. A performance-based accreditation system may be needed for school improvement. However, because change has been shown to be less stressful when those affected by it participate in implementating the change process, teachers and principals should be involved extensively in plans for full implementation of any major reform in the educational system. The Alabama Performance-Based Accreditation Standard Stress Measures is attached. (37 references; 7 tables) (JD)

ED 326 544 TM 015 767

Cheung, K. C.; And Others
Institute of Education (Singapore).

Meaningful Measurement in the Classroom Using the Rasch Model: Some Exemplars.

PUB DATE- Oct 90
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Computer Science; *Educational Assessment; Educational Research; *Evaluation Methods; Foreign Countries; Higher Education; *Item Response Theory; Language Skills; Mathematics Skills; *Measurement Techniques; Two Year College Students
IDENTIFIERS- Computer Anxiety; *Rasch Model; Rating Scale Analysis

This collection of research papers considers extensions of the Rasch model. In Chapter 1, K. C. Cheung explains how measurement and testing in the classroom can be made more meaningful, particularly through the use of Rasch family item response models. In Chapter 2, K. W. Koon and K. C. Cheung apply the Rasch model in constructing a part-whole concept continuum in mathematics. In Chapter 3, using a different conceptual framework, S. K. Cheung and M. L. Choo use the Rasch model to establish a proposed hierarchy of language skills. In Chapter 4, M. L. Choo and K. C. Cheung use Rating Scale Analysis--an extension of the Rasch model--to check on a newly constructed computer programming anxiety instrument normed on a sample of computer science students in junior colleges in Singapore. These papers demonstrate that it is possible to base qualitative interpretation on quantitative measurement. Chapters 2, 3, and 4 show that meaningful measurement is possible in the classroom. Five figures and two tables present supporting data. A 40-item list of references is attached. A multiple-choice test on fractions, and the computer programming anxiety scale are included. (SLD)

ED 326 559 TM 015 839

Bobbett, Gordon C.; And Others

A Study of Six Appalachian High Schools.

SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- Nov 90
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Educational Quality; Effective Schools Research; *High Schools; *Institutional Characteristics; Interviews; Outcomes of Education; *Principals; *Rural Schools; *School Effectiveness; School Surveys; *Secondary School Teachers; Student Development
IDENTIFIERS- *Appalachia; Kentucky; Tennessee

Common characteristics were investigated in four effective secondary schools in the rural Appalachian regions of Kentucky and Tennessee. A double loop process was used to select schools from a pool recommended by the Chief State School Officers of Kentucky and Tennessee. Schools were rated on aspects of student performance and teacher and administrator perceptions. Three schools with the highest point totals were selected from each state. Researchers made site visits to interview the principal and 10 faculty members and administered measures of school environment and organization to 20 faculty members. On-site observations supplemented the surveys. Major findings on school climate include that the schools were: (1) orderly and pleasant; (2) characterized by purposeful activity; (3) caring; (4) concerned about student and community involvement; (5) celebrating achievements of students and faculty; and (6) staffed with highly committed individuals. The following outcome orientations are noted: personal development of students was a primary orientation in these schools; school goals were not always clearly defined or commonly accepted; communication with students tended to be more informal than formal; expectations were high, but not always uniform; communication processes were varied; and these schools used various means of monitoring success. Additional areas for investigation of school effectiveness are suggested. Survey results are included in 11 appendices. (SLD)

ED 326 495 SP 032 722

Montana State Dept. of Public Instruction, Helena.

AIDS. Acquired Immune Deficiency Syndrome Curriculum Planning Guidelines: Elementary, Junior High, High School.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 89

NOTE- 61p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Development; Educational Resources; Elementary Secondary Education; *Health Education; *Instructional Materials; Program Development; *Resource Materials; State Curriculum Guides

IDENTIFIERS- *Montana

The support materials in this guide provide background and content materials for school personnel and others to modify and use in their education programming on Acquired Immune Deficiency Syndrome (AIDS) for K-12 students. The following support materials are included: (1) the U.S. Surgeon General's report on AIDS; (2) digest and reference guide to the Montana Department of Health and Environmental Sciences recommendations for preventing the transmission of Human T-Cell Lymphotrophic Virus-Type III in the school setting; (3) criteria for evaluating an AIDS curriculum; (4) regional AIDS education facilitators; (5) Montana Department of Health and Environmental Sciences Human Immunodeficiency Virus (HIV) counseling and testing site program; (6) Montana AIDS/HIV program; (7) Montana AIDS service groups; (8) local and state organizations providing information on AIDS; and (9) educational references and resources on AIDS: an annotated bibliography. (JD)

ED 326 513 SP 032 746

Montana State Dept. of Public Instruction, Helena.
Montana Health Education Curriculum Planning Guide.
PUB DATE- 86
NOTE- 194p.; Table 1 (curricular progression chart) may not reproduce well due to extremely small print. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accident Prevention; Community Resources; Consumer Education; *Curriculum Development; Disease Control; Drug Abuse; Educational Resources; Elementary Secondary Education; Environmental Education; Family Life Education; *Health Education; *Health Promotion; Mental Health; Nutrition Instruction; Public Health; State Curriculum Guides
IDENTIFIERS- Montana

This guide is intended to serve administrators, curriculum directors, and teachers as a resource to develop or enhance the existing health education curriculum. After two introductory chapters that provide an overview of the Montana health education curriculum and its 10 content areas, the document provides guidelines for high school, junior high, and elementary levels on the following topics: (1) accident prevention and safety; (2) community health; (3) consumer health; (4) environmental health; (5) family life education; (6) mental and emotional health; (7) nutrition; (8) personal health; (9) prevention and control of disease; and (10) substance use and abuse. Each content area chapter includes the following components: topics, rationale, life goals, student objectives, and sample lessons. The concluding chapter discusses current and future issues in health education. The appendixes include the following: a role description for a health education coordinator; information on national, state, and local resources; practical principles in the effective use of print materials; an evaluation checklist for a school health education program; Montana school accreditation standards; certification requirements for Montana health teachers; and criteria for comprehensive school health education. (JD)

ED 326 560 TM 015 851

Pettibone, Timothy J.; Bushan, Latha

School District Enrollment Projections: A Comparison of Three Methods.

PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohort Analysis; Comparative Analysis; Elementary Secondary Education; *Enrollment Projections; *Predictive Validity; Ratios (Mathematics); Rural Schools; *School Districts; School Statistics; *Statistical Analysis; *Student Promotion
IDENTIFIERS- *Cohort Survival Ratio Method; Statistical Analysis System

This study assesses three methods of forecasting school enrollments: the cohort-sruvival method (grade progression), the statistical forecasting procedure developed by the Statistical Analysis System (SAS) Institute, and a simple ratio computation. The three methods were used to forecast school enrollments for kindergarten through grade 12 in a rural Tennessee school district. The cohort survival method is based on the calculation of a series of proportions that indicate the fraction of students in one grade in a given year who pass to the next grade; the ratios are averaged across 5 years to obtain the grade progression ratio. The SAS method is a statistical procedure based on extrapolation, and it fits and forecasts a univariate time series. The simple method uses the ratio of the 2 previous years' enrollments for each grade level; this ratio multiplied by the most recent year gives an estimate of expected enrollment for the following year. All three methods are based on the established consistency of the various ratios and variables. Study data included the number of live births and grade level enrollment figures. To test the accuracy of the three methods, the total enrollment obtained by each method was compared with the actual enrollment for the years 1987, 1988, and 1989. The cohort-survival projections were closest to actual enrollments; the next best technique was the simple ratio. One table and two graphs are included. (TJH)

ED 326 573 TM 015 915

Gibbons, Robert D.; And Others
Illinois State Psychiatric Inst., Chicago.
Multivariate Generalizations of Student's t-Distribution. ONR Technical Report. Biometric Lab Report No. 90-3.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 1 Sep 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); Generalizability Theory; Item Response Theory; *Mathematical Models; *Multivariate Analysis; Statistical Inference
IDENTIFIERS- Multiple Comparisons; *Students T Distribution
In the process of developing a conditionally-dependent item response theory (IRT) model, the problem arose of modeling an underlying multivariate normal (MVN) response process with general correlation among the items. Without the assumption of conditional independence, for which the underlying MVN cdf takes on comparatively simple forms and can be numerically evaluated using existing reduction formulae, the task required the development of a computationally fast, tractable, and accurate approximation of MVN orthant probabilities for general correlation--"rho(sub ij)". Previous technical reports by the present authors have provided such a method, based on C. E. Clark's (1961) approximation of the moments of "n" correlated random normal variables. Research continues in the area of applying this algorithm to problems in IRT. This report focuses on the application of previous research results to another problem in statistics--the generation of simultaneous confidence bounds for multiple correlated comparisons. C. W. Dunnett's test for multiple treatments compared to a single control is generalized to various unbalanced cases. There is a large amount of statistical literature on this topic. However, as in IRT, the solutions have been based on reduction formulae that are limited to special cases, which arise in the comparison of multiple treatment groups each of size "n(sub i) = m" to a single control group of size "n(sub 0)". More general problems, such as obtaining simultaneous confidence bounds for regression coefficients cannot be solved using these existing methods. This report illustrates how the results obtained in the IRT context can be applied to simultaneous statistical inference problems of various kinds. (Author/RLC)

ED 326 588 UD 027 519

Glassman, Phyllis; Roelle, Robert J.
Bay Shore Union Free School District, NY.
Closing the Achievement Gap: How Comprehensive Changes in Program and Curriculum Design Can Improve Achievement for All and Narrow the Gap between Minority Student Achievement and Caucasian Student Achievement.
PUB DATE- 25 Feb 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Black Students; Curriculum Development; Disadvantaged Youth; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Equal Education; *High Risk Students; Long Range Planning; Program Development; Program Evaluation; Staff Development; White Students
IDENTIFIERS- *Hispanic American Students

Beginning in 1981, the Bay Shore (New York) School District initiated comprehensive changes in its instructional program. The process, which involved long range planning for 1982-1987 and 1987-1992, used focus groups, survey data, community input, and school-based feedback. Several of the overall goals of these plans are concerned with assuring equal education opportunities for all students, regardless of socioeconomic status, race, ethnicity, gender, or handicapping condition. This paper summarizes the school district's efforts to bring about positive changes and increase student achievement, and presents an overview of data and results that indicate substantial gains by at-risk students. Bay Shore's long-range planning, accomplished through a participative-consultative leadership model, elicited contributions from a broad cross section of the educational community. Major action objectives of the two plans focused on instructional development, program evaluation, and staff development. Each of these three foci has facilitated closing the achievement gap between White majority students and Hispanic and Black minority students. The paper includes discussion of the implementation and evaluation of a full-day kindergarten program, effects on minority group students and students from lower income backgrounds, and referrals to special education and remedial mathematics and reading. Students' achievement in mathematics as measured by New York State tests rose from 87% of students exceeding the State Reference Point (SRP) to 100% of students exceeding it, while reading achievement rose from 79% to 89% of students scoring above the SRP. (AF)

ED 326 530 SP 032 784

Ayers, Jerry B.; Thompson, Teresa A.

Perceptions of Preparedness for Student Teaching.

PUB DATE- Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Higher Education; Preservice Teacher Education; *Program Effectiveness; Questionnaires; *Research Design; *Student Teacher Attitudes; *Student Teaching; Surveys

In recent years, the number of traditional preservice teachers (18- to 21-year-old age range) has decreased, while the number of older, nontraditional students has increased. At the time of student teaching, nontraditional students seem to have more problems than do more traditional students. This study developed and field tested an instrument, the "Perceptions for Student Teaching Instrument" (PSTI), designed to ascertain students' feelings of preparedness for student teaching and to compare the attitudes of various types of students. Seven public and three private institutions in Tennessee participated in the study by administering the PSTI to all student teachers at the beginning of their spring semester (1990). The results of the study, based on 629 returned and usable surveys, indicated that, although the instrument did not detect differences between groups of students, it added another dimension to the evaluation of teacher education programs. Tables provide information on subjects by category; percent response, mean, and standard deviation for each statement on the PSTI; and means, standard deviations, and t-test for total score for traditional and nontraditional students, for males and females, and for public and private institutions. (JD)

ED 326 545 TM 015 795

Rhode Island State Dept. of Elementary and Secondary Education,
Providence.
1988-89 Statistical Tables.
PUB DATE- Feb 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Educational Finance; Elementary Secondary Education;
Enrollment; High School Graduates; *Institutional Characteristics;
*Public Schools; *School Districts; School Personnel; *School
Statistics; State Surveys; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Rhode Island

This edition of the stastical tables is a compilation of general information about Rhode Island public school districts in the areas of enrollment, staffing, and finances. Most of the information is broad in scope and designed to present the general characteristics of each school district. Data are grouped as follows: (1) nine tables of student data, including enrollment figures; (2) four tables of degree data, containing information about high school graduates; (3) two tables of data describing personnel; (4) six tables giving financial data on operations; (5) one table of financial data on capital expenditures; and (6) one table summarizing municipal tax rates. An explanation of acronyms is included, and there is an annotated table of contents explaining each of the 23 tables. (SLD)

ED 326 496 SP 032 723

Vincent, Paul
Maine Univ., Orono. Coll. of Education.
Teacher Perceptions of Maine's Master Teacher Criteria. Occasional Paper Series, No. 2.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Master Teachers; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Evaluation; Teacher Qualifications; Teacher Role; *Teacher Selection

This study examines the content and nature of Maine's locally devised definitions of master teachers from three perspectives: (1) the criteria which have been proposed by 16 local committees; (2) the acceptability of such criteria to a broad cross section of Maine teachers; and (3) the comparability of what has been proposed to what appears acceptable. The 16 locally developed lists and the criteria which comprise them were examined and compared on the basis of: (1) a conceptual framework derived from categories used in the Tennessee Career Ladder Program; and (2) types of criteria used in research on teaching. The criteria content were then assessed through a survey of a random sample of Maine teachers; the analysis of the survey provided information about the content and nature of criteria which are most likely to be accepted or rejected by a broad cross section of Maine teachers. The final analysis explores the congruence between the criteria preferences of local committees and the criteria preferences of Maine teachers. Based on this analysis, implications of the study which should help the designers of future criteria lists are noted. (18 references) (JD)

ED 326 514 SP 032 748

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

AIDS Education of School-Aged Youth. Hearing before the Committee on Governmental Affairs. United States Senate, One Hundred First Congress, Second Session.

PUB DATE- 3 May 90

NOTE- 275p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Educational Policy; Elementary Secondary Education; *Government Role; *Health Education; National Surveys

The focus of this hearing was two Government Accounting Office (GAO) evaluative reports on the Centers for Disease Control (CDC) programs to educate school-aged youth about the dangers of Acquired Immune Deficiency Syndrome (AIDS) and ways to avoid human immunodeficiency virus (HIV) infection. The GAO's first report is based on its national survey of school districts and their policies on reaching young people who stay in school and on training teachers in AIDS instruction. The GAO found that more Federal leadership is needed to improve the HIV curriculum and to train teachers about students' knowledge, behavior, and beliefs. The second report concerns the slow progress made by Federal, State, and local governments in reaching the small but critical percentage of youth who are not in school. This group includes the runaways, the homeless, the incarcerated, the migrants, and street youth who may be involved in a variety of high-risk behaviors. Witnesses before the committee included educators and government officials. (JD)

ED 326 546 TM 015 798

Toews, William
Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.

A Comparison of the Students Completing Three K-12 Exiting Programs: ABE, Division IV, and GED. SIDRU Research Report No. 14.

SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
PUB DATE- Oct 89
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Adult Basic Education; Adult Students; Comparative Analysis; Foreign Countries; *High School Equivalency Programs; High Schools; High School Students; *Nontraditional Students; *Program Effectiveness; Reentry Students; Scores; *Student Characteristics; *Test Results
IDENTIFIERS- Arlin Test of Formal Reasoning; Exit Examinations; General Ability Battery; *Saskatchewan

The equivalency of the students of three kindergarten through grade 12 (K-12) exit programs in Saskatchewan (Canada) was investigated. The programs were: (1) the Adult Basic Education Program (ABE); (2) the Division IV program; and (3) the General Educational Development (GED) tests. Participants were 134 Division IV students, 67 ABE students, and 69 GED students. The programs were compared on the basis of: their student profiles; their performance on the General Ability Battery (GAB); student performance on the Arlin Test of Formal Reasoning (ATFR); and predictions of eligibility for college. Regression analysis indicated that a larger number of Division IV and GED students (83.6% and 84.1%, respectively) fell within the scores of university eligibility, using the GAB and ATFR tests as criteria, than did ABE students (47.8%). A larger percentage of GED students than ABE students had received formal schooling beyond grade 10. ABE students appeared less able in general to deal with the quantitative and verbal skills demanded by the GAB and the formal reasoning tasks of the ATFR. Twenty-four tables provide test scores. The student personal survey forms and samples of forms used in the study are appended. (SLD)

ED 326 574 TM 015 916

Gibbons, Robert D.; And Others
Illinois State Psychiatric Inst., Chicago.

Approximating Multivariate Normal Orthant Probabilities. ONR Technical Report. Biometric Lab Report No. 90-1.

SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 1 Jun 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Algorithms; *Equations (Mathematics); *Estimation (Mathematics); Generalizability Theory; *Mathematical Models; *Multivariate Analysis; *Probability
IDENTIFIERS- *Multivariate Normal Distribution; *Normal Orthant Probabilities

The probability integral of the multivariate normal distribution (ND) has received considerable attention since W. F. Sheppard's (1900) and K. Pearson's (1901) seminal work on the bivariate ND. This paper evaluates the formula that represents the "n x n" correlation matrix of the "chi(sub i)" and the standardized multivariate normal density function. C. W. Dunnett and M. Sobel's formula for the univariate ND function, and R. E. Bohrer and M. J. Schervish's error-bounded algorithm for evaluating "F(sub n)" for general "rho(sub ij)" are discussed. Computationally, the latter algorithm is restricted to "n = 7"; even at "n = 7", it can take up to 24 hours for it to compute a single probability with 10(sup -3) accuracy on a computer than is capable of about 1-2 million scalar floating point operations/second. This report presents a fast and general approximation (APX) for rectangular regions of the multivariate ND function based on C. E. Clark's (1961) APX to the moments of the maximum of "n" jointly normal random variables. The performance of this APX compared to special cases in which the exact results are known and error-bounded reduction formulae show that the APX's accuracy is adequate for many practical applications where multivariate normal probabilities are required. The computational speed of the Clark APX is unparalleled. The error bound for the APX is about 10(sup -3) regardless of dimensionality, and accuracy increases with increases in "rho". The Clark algorithm provides a generalization of Dunnett's (1955) results to the case of general "rho(sub ij)", a natural application of which would be a generalization of Dunnett's test to the case of unequal sample sizes among the "k + 1" groups (i.e., multiple treatment groups compared to a single control group). One data table is included. (RLC)

Coladarci, Theodore
Maine Univ., Orono. Coll. of Education.

Effective Teachers and Research on Teacher Effectiveness: The Relevance of Educational Research for Identifying Master Teachers. Occasional Paper Series, No. 1.

PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Correlation; Educational Research; Elementary Secondary Education; *Master Teachers; *Research Utilization; *Teacher Behavior; *Teacher Effectiveness

Research findings on effective teaching are being used to identify potential "master teachers." This paper discusses six problem areas with respect to using research results in this manner. The first problem area is the question of whether the concept of "master" is necessarily implied by the concept of "effectiveness." In effect, does knowledge of effective teaching practices provide a logical basis for making judgments regarding teaching mastery? A second problem is the matter of inferring unequivocally that teachers are causing higher or lower student achievement by their observed teaching behaviors and classroom processes. A third problem area pertains to the kind of student growth that researchers tend to investigate. Achievement measures employed in research on teaching often emphasize only the cognitive domain while overlooking the affective domain. A fourth question pertains to the generalizability of research confined to students of only one grade or level. A fifth problem area concerns the frequent assumption that relationships between teaching practice and student achievement are linear. The final problem area is that using the results of research on teaching for identifying master teachers is incongruous with the purpose of this research. (29 references) (JD)

ED 326 531 SP 032 785

Shelton, Aubrey W.; Draper, Nancy M.
Preservice Teachers' Perceptions of Teacher Effectiveness.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Competency Based Teacher Education; Elementary Education; Higher Education; Preservice Teacher Education; *Self Evaluation (Individuals); *State Standards; *Student Attitudes; Surveys; *Teacher Effectiveness; Teaching Skills

This study sought to determine if preservice teachers perceived that state-mandated teaching competencies were important and if they felt competent in these mandated areas. The subjects were 313 preservice teachers enrolled in elementary education at Mississippi State University and Florida State University in the spring of 1989. The subjects responded to a survey instrument developed by the researchers to identify the preservice teachers' perceptions of teacher effectiveness. The teaching competencies from both Mississippi and Florida evaluation modules were used to develop the survey instrument. Results indicated that the preservice teachers perceived items pertaining to planning, classroom instruction, and school environment to be important and that they felt competent on these items. They perceived the teaching competencies included in the states' evaluation instruments to be important and also felt competent on these items. A recommendation is made for similar longitudinal studies to be conducted prior to any field-based experience, after 20 hours of field-based experience, after student teaching, and after completion of one year of teaching experience. Five pages of tables displaying the data are included. (JD)

Wimbish, G. Joseph

A Comparison of the Effects of Two Oral Protocol Interventions on College Students' Analytic Skills: A Pilot Study.

PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; Classroom Techniques; Cognitive Tests; Comparative Analysis; Geometry; *Group Discussion; Higher Education; *Instructional Effectiveness; *Peer Teaching; Pilot Projects; *Protocol Analysis; Skill Analysis; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- Analogies; Open Ended Questions; Whimbey Analytic Skills Inventory

Peer oral protocols and group oral protocols were assessed for their use in improving certain analytic skills of undergraduate college students at a liberal arts college in Alabama. In association with the study, the theoretical and experimental literature on the use of peer and group educational interventions is outlined briefly. Subjects were divided into two classes according to their personal academic schedules. One class contained four students, and the other class contained nine students. Both groups were pretested using the Whimbey Analytic Skills Inventory (WASI). Both groups used text material, problems, and exercises selected from those developed by A. Whimbey and J. Lockhead (1984), and both groups were exposed to an open-ended problem. Demands on tacit knowledge and specific manipulative skills were held to a minimum. The nine-student class received the peer intervention, while the four-student class received the group intervention. Both classes were post-tested using a different form of the WASI. Results indicate that the class that received the group intervention showed no observable improvement, while the class that received the peer intervention showed significant improvement. A 27-item list of references and three data tables are included. (TJH)

ED 326 589 UD 027 616

Orr, Walter L.
Delaware State Dept. of Public Instruction, Dover.
Education Evaluation Report, Chapter 1. Executive Summary.
PUB DATE- Mar 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Mathematics Achievement; Program Effectiveness; *Program Evaluation; Public Education; Reading Achievement; Special Needs Students; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Sustaining Effects Survey

This report describes and evaluates the effectiveness of programs in Delaware funded under Chapter 1 of the Education Consolidation and Improvement Act. Where possible, Delaware program findings are compared to those of the Sustaining Effects Study, a federally funded national study of the precursor of Chapter 1, Title I of the Elementary Secondary Education Act. Findings of this study include the following: (1) males and minorities were disproportionately represented; (2) a substantial and consistent achievement gap exists between Chapter 1 and regular students; (3) achievement scores of students who were in the program for at least 2 years showed about average achievement gains with the exception of grade 3 mathematics, where there was a loss of 11 NCE points; (4) achievement gains of students "promoted out" of the program rose in total reading and fell in total math and basic battery, while those of students retained in the program fell in all areas; (5) students in nonpublic Chapter 1 mathematics programs showed greater achievement gains than those in reading programs; and (6) overall, Chapter 1 achievement gains seemed to be most pronounced in the primary grades. The report includes nine tables, five graphs, and an appendix listing 17 nonpublic Delaware schools in which remedial services are provided. (AF)

ED 326 515 SP 032 750

Myers, Mary Lou; Doyen, Mary A., Ed.
Colorado State Dept. of Education, Denver.
School Health Education in Colorado: 1988 Colorado School Health Education Survey.
PUB DATE- May 89
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Dental Health; Elementary Secondary Education; *Health Education; *Policy Formation; Resources; *School Community Relationship; School Surveys; State Surveys; *Teacher Effectiveness
IDENTIFIERS- *Colorado

The goals of the 1988 Colorado Health Education Survey were: (1) to document the status of health education in Colorado schools by surveying all school districts in the state as well as by sampling teachers; and (2) to make recommendations based upon study findings available for consideration by the Colorado Department of Education. Part 1, the District Survey, was sent to designated health education contacts or the superintendent in all of Colorado's 176 school districts. The purpose of this part of the survey was to obtain information about school districts' policies, curriculum, health-related programs, health education funding, and community involvement. Part 2, the Teacher Survey, was sent to 1,000 teachers statewide to learn about classroom instruction and resources. Data from the survey are displayed on charts and graphs, and the two surveys are appended. The surveys revealed that: teachers need additional educational preparation and inservice training; districts need to develop written health education policies; and programs which supplement and support health education instructional goals are important. (JD)

ED 326 532 SP 032 787

Kennedy, Mary M.
National Center for Research on Teacher Education, East Lansing, MI.

Generic and Curriculum-Specific Instruction Planning in Alternative Routes to Certification. Research Report 90-2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Educational Objectives; Higher Education; *Instructional Development; Planning; Preservice Teacher Education; *Sequential Approach; *Teaching Methods

This paper examines the relationship between pedagogy and subject matter specifically in the context of the instructional planning provided by two alternative route programs. Instructional planning can be and often is taught to teacher candidates as a generic skill, yet in practice it must necessarily occur in the context of a subject. The paper describes four examples of lessons teacher candidates received in instructional planning. Two of these occurred in the context of a curriculum. The first portrayed instructional planning as a matter of choosing instructional goals. The second portrayed instructional planning as a matter of arranging required subject matter into the available calendar spaces. The other two examples were removed from any curriculum context. The first of these focused on a well-organized sequence for instruction, with the focus on packaging and presenting each day's subject matter. The second portrayed instructional planning as a process that existed independent of subject matter. A discussion is presented on the implications of such lessons for subject matter content. (JD)

ED 326 547 TM 015 803

Sexton, David; And Others

Measurement Integrity of the Family Needs Survey.

PUB DATE- 9 Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; Early Intervention; *Factor Structure; *Family Problems; *Mothers; *Parent Attitudes; Surveys; *Test Validity; Young Children
IDENTIFIERS- *Family Needs Survey; Parent Surveys

The 35-item Family Needs Survey (FNS) is purported both to facilitate the acquisition of the parent's perspective on needs of families with handicapped children and to possess prescriptive utility. The FNS directs parents to indicate if they definitely do have a need, definitely do not have a need, or are uncertain if they have a need in six different categories of needs: information, support, explaining to others, community services, financial, and family functioning. In this study, the measurement integrity of data collected using the FNS was investigated. Data provided by 53 mothers of young handicapped children were subjected to both classical test theory analyses and factor analysis. Subjects' mean age was 30 years; their children ranged in age from 4 to 64 months, with a mean age of 36 months. According to generic classifications, 38 (71.7%) of the children had mild/moderate handicaps, while 12 (22.6%) had severe/profound handicaps. Types of handicaps reported included developmental disabilities, mental retardation, cerebral palsy, spina bifida, and others. The areas that the mothers considered "definite" needs were also compared with those of similar analyses conducted in a previous study. Results suggest that the FNS is a reasonably valid measure of family needs. The instrument can be used to facilitate the development of individualized family service plans for infants and toddlers and the formulation of school and community workshops or programs for parents of young children with handicaps. Three data tables and one graph are included. (TJH)

ED 326 562 TM 015 855

Petry, John R., Ed.; And Others
Mid-South Educational Research Association, MS.
Proceedings of the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, Louisiana, November 14-16, 1990).
PUB DATE- Nov 90
NOTE- 155p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Abstracts; Disabilities; *Educational Administration; *Educational Research; Elementary Secondary Education; Higher Education; *Testing
IDENTIFIERS- Mid South Educational Research Association

The proceedings of the 1990 Mid-South Educational Research Association (MSERA) are presented. This document includes a list of MSERA association officers and directors; lists of standing and special committees; the constitution and bylaws of the MSERA; and abstracts of discussion sessions, display sessions, symposia, and training sessions. Symposia topics include: developing a curriculum-based assessment instrument for screening at-risk students; women in educational administration; the effect of a year-long internship on first-year teaching performance; education environment assessment and data-based school improvement--a progress report of a statewide project; applications of qualitative methods with low incidence populations; factors that influence the teaching performance of preservice elementary school mathematics teachers; scientific methodology and the compatibility of qualitative and quantitative procedures; school-business partnerships--uneasy alliance or educational reform; program evaluation and development of writing across the curriculum; whole language approaches to learning; the positive impact of mathematics consortium training on student achievement and perceptions in math and science; the development of Louisiana's school stratification model; reflecting on reform--whether meaningful change in schools is really possible; school-based decision making--implementation efforts, decision-making styles, school and classroom climate data, and teacher empowerment studies; videotaping a semester-long graduate course for a distance education project--procedures, problems, and pitfalls; four lessons for teaching undergraduates to think in educational psychology; grant winning strategies; the nature of the thought behind reflective practice; models for assessing the impact of student financial aid; promoting reflective practice in education; and science and mathematics instruction in rural public schools. An index of meeting participants is appended. (TJH)

ED 326 575 TM 015 926

Terrasi, Salvatore
Examining the Reliability of a State-Mandated Basic Skills Test for a Sample of Special Needs Students.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Basic Skills; Classification; Comparative Testing; Educational Diagnosis; Elementary Education; *Elementary School Students; Grade 3; Grade 6; Mathematics Tests; Reading Tests; Special Education; *Special Needs Students; *State Programs; Testing Programs; *Test Reliability
IDENTIFIERS- Basic Skills Improvement Program (Massachusetts); *Massachusetts Basic Skills Inventory

This study examined the consistency of classification for a sample of special needs students on the state-mandated Massachusetts Basic Skills Inventory (BSI). The study sample consisted of 172 special education students (114 males and 58 females) from 15 elementary schools in a large urban school district in Massachusetts, who took the state-mandated basic skills tests in the fall of 1988. There were 81 students in grade 3 and 91 students in grade 6. All students in the sample received resource room services because of deficits in reading, language arts, or math. Because of their differential academic skills, all of the students did not participate in all areas of the BSI testing. Seventy-two third graders and 77 sixth graders took the BSI reading test, and 80 third graders and 89 sixth graders took the BSI math test. The percentage of correct scores was analyzed via a computer for each grade and subject area using the state-mandated cutoff of 65%. The computer program output included an agreement coefficient for each individual, a mean coefficient of agreement for the group, the kappa for the test, and an estimate of reliability. Results indicate acceptable levels of consistency as shown by the agreement coefficients and kappa coefficients. Implications for the participation of special needs students in state-mandated basic skills testing programs are discussed. Three data tables are included. (RLC)

ED 326 498 SP 032 725

Chiang, Linda H.; McElhinney, James

Principals' Judgments of Experiences with Beginning Teacher Internship Program.

PUB DATE- Oct 90

NOTE- 9p.; Paper presented at the Mid-Western Educational Research Conference (Chicago, IL, October 17-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Elementary Education; *Internship Programs; *Mentors; *Principals

IDENTIFIERS- *Indiana

Data were collected from elementary principals before and after their participation for a year in a beginning teacher internship program (BTIP). Principals' expectations were compared with their actual experiences. Their attitudes and views before the start of the year were compared with their attitudes and views at the close of the year. The relationships among principal, mentor, and beginning teacher were explored. Near the beginning and the end of their first year of working in the BTIP, 84 principals (70%) completed instruments that collected their expectations/experiences, attitudes, and views of BTIP. Analysis of the data from the questionnaires suggested that intern-mentor programs have mostly positive impacts on beginning teachers. Principals confirmed that student teaching was important to beginning teachers and teacher preparation programs should provide courses that can help beginning teachers learn how to manage class discipline and motivate students. Principals reported that beginning teachers adjusted more readily to teaching responsibility than the principals had expected, and that teachers and mentors readily discussed areas of concern with less embarrassment or breaches of confidentiality than principals had expected. (JD)

ED 326 590 UD 027 656

Illinois State General Assembly, Springfield.
Chicago School Reform: September 1989 Update.
PUB DATE- Sep 89
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Attendance; *Educational Administration; Educational Facilities; Educational Finance; *Educational Legislation; Elementary Secondary Education; School Organization; School Personnel; *School Restructuring; State Government; State Legislation; State Programs; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Illinois

This edition of the Illinois school reform law includes revisions made during the recent legislative session. The text covers every aspect of organization and administration, including finance, hiring and firing, state aid allocation, teacher training and evaluation, pupil lunches, curriculum design, educational objectives, performance audits, transportation, elections, promotions, the operation of local school councils, school choice, enrollment, and attendance. (DM)

ED 326 516 SP 032 752

Kennedy, Mary M.
National Center for Research on Teacher Education, East Lansing, MI.
Professional Development Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) P
DESCRIPTORS- Book Reviews; *College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; Interviews; Preservice Teacher Education; *Professional Recognition; Role of Education; *School Restructuring; *Teacher Role
IDENTIFIERS- *Professional Development Schools

This journal issue features a review of the edited volume, "Building a Professional Culture in Schools," and an interview with Charles Thompson, the associate dean for clinical studies at Michigan State University's College of Education. The review discusses the book's three major sections: one arguing for new professional roles for teachers; a second describing recent efforts in this direction; and a third focusing on obstacles to promoting pervasive change in schools. The interview, "On the Development of Professional Development Schools," presents professional development schools (PDS) as more than sites for preparing new teachers. They are also settings for creating a new form of education that reflects the kind of teaching and learning needed to respond to the social, demographic, and economic realities of the late 20th- and 21st-century United States. The interview also discusses organizational changes needed to facilitate changes in teaching and learning, and stresses the collaborative nature of PDS, emphasizing the contribution of each partner (the public school and the university) to the joint venture. (IAH)

ED 326 591 UD 027 667

Antonucci, Frank J., Jr.
Maine State Dept. of Educational and Cultural Services, Augusta. Office of Education of Homeless Children and Youth.
Maine State Plan: Assuring Access to Education for Homeless Children and Youth.
PUB DATE- Mar 89
NOTE- 28p.; Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; Program Implementation; State Federal Aid; *State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Maine; *Stewart B McKinney Homeless Assistance Act 1987

The Maine Department of Educational and Cultural Services (DECS) received funding under the Stewart B. McKinney Homeless Assistance Act of 1987 to develop a state plan for assuring access to a free and appropriate education for homeless children and youth. A second-year grant was to be made to DECS upon submission of a state plan to the U.S. Department of Education; this grant would enable DECS to carry out activities listed in the plan. This publication is divided into five parts. The first part summarizes the mandate of the McKinney Act and Maine's response. The second part describes DECS's decision to seek help from the Human Services Development Institute (HSDI) and other agencies in the development of the plan. The third section provides information on public hearings and focus groups convened for the examination of homeless education issues. The fourth part, "A Plan of Action," presents objectives and timelines for the following goals: (1) assuring access to homeless education; (2) providing technical assistance; (3) establishing community-based case management; (4) increasing public awareness; and (5) establishing a student tracking system. The fifth part consists of the following appended materials: (1) Maine statutes; (2) the Advisory Committee membership roster; (3) a public hearing notice; and (4) the HSDI report executive summary. (AF)

ED 326 499 SP 032 726

Meichtry, Yvonne J.

Teacher Collaboration: The Effects of Interdisciplinary Teaming on Teacher Interactions and Classroom Practices.

PUB DATE- 19 Oct 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (12th, Chicago, IL, October 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education; Instructional Effectiveness; *Interaction Process Analysis; *Interdisciplinary Approach; Lesson Plans; Middle Schools; Student Evaluation; *Teacher Attitudes; Teacher Behavior; *Team Teaching; *Teamwork

This research investigation focused on a middle school interdisciplinary team of teachers in an attempt to understand how such an arrangement, as an aspect of school organization, has the potential to influence teacher interactions and the classroom practices of teachers. Major sources of data were the interactions among participant teachers as observed during various times of the school day, observations of these teachers in their classrooms while teaching, and interviews. The findings revealed that classroom practices such as curriculum planning, delivery of instruction, evaluation of student performance, and behavior management were influenced by the collaborative nature of teacher interactions with one another. These findings were congruent with the theory base for the study that teachers' attitudes, cognitions, and beliefs are socially constructed and maintained through daily organizational life. Implications based on this analysis are offered for middle school organization, the implementation of teaming as school innovation, and teacher preparation programs. (Author)

ED 326 533 SP 032 788

Cheney, Lynne V.
National Endowment for the Humanities (NFAH), Washington, D.C.
Tyrannical Machines. A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right.
PUB DATE- Nov 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alternative Teacher Certification; *Educational Change; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Liberal Arts; Museums; Parent School Relationship; Professional Recognition; *School Choice; *Teaching Load; *Testing; Textbook Selection

This analysis of educational practices in the United States takes the position that a number of practices, including the way teachers are trained, textbooks selected, and college and university faculty rewarded, have become institutionalized and endure in spite of the reform efforts of the past decade. These practices, once established on a large scale, became both counterproductive and resistant to change. A reform agenda is suggested, establishing and encouraging alternatives. These include: (1) parental choice of elementary/secondary schools; (2) alternative paths to certification for prospective teachers; (3) alternatives to the mechanical criteria commonly used to select textbooks; (4) alternatives to the Scholastic Aptitude Test (SAT) such as the National Assessment of Educational Progress; (5) inservice opportunities for teachers to study their subjects; (6) paths to recognition and reward for college faculty that emphasize teaching as well as research; and (7) well-informed choices for college selection for students and parents. The value of cultural and educational programs--"the parallel school" offered by museums, libraries, the theater, and exemplary television presentations--is discussed. (140 endnotes) (JD)

Dunn, Bruce R.; Reddix, Michael D.
Electrophysiological Determinants of Cognitive Style: Implications for Educational and Psychological Research.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Style; Educational Research; *Electroencephalography; Encoding (Psychology); *Expository Writing; Holistic Approach; Lateral Dominance; Poetry; Psychological Studies; *Psychophysiology; *Reading Skills; Recall (Psychology); Sex Differences
IDENTIFIERS- *Bimodal Theory; Text Processing (Reading)

Implications of two studies conducted by the Institute for Human and Machine Cognition (IHMC) at the University of West Florida (Pensacola) regarding electrophysiological determinants of cognitive style (CS) are discussed. Most of the IHMC's research focuses on bimodal processing theory, according to which the human brain has at least two qualitatively different modes of thought: the analytic mode, which is logical, linear, and sequential and the holistic mode, which is simultaneous, parallel, or gestalt. The first study, conducted by B. R. Dunn and others in 1981, involved the use of expository texts that had a hierarchically organized logical semantic structure. The second study, conducted by B. R. Dunn and M. D. Reddix in 1984, involved having subjects read one highly holistic poem and one logical or analytical poem. Recordings of ongoing electroencephalographic (EEG) activity have been used at the IHMC to study global aspects of complex cognitive processes underlying the reading and encoding of connected discourse. EEG activity in the alpha bandwidth (8 to 13 Hertz) is a reliable correlate of a person's modal processing or CS, not merely a measure of mental alertness. Study results indicate that while a person reads exposition, the right hemisphere functions to a greater extent than the left; the opposite is true while a person reads poetry. For expository texts using tight cause and effect relations, subjects classified as analytics recall more superordinate or gist information than those classified as holistics. For males, bimodal theory predicts their recall pattern for both prose and poetry quite well. In contrast, bimodal theory predicts female recall only when the text is in a logically structured expository form. There seem to be real gender differences in cognitive processes. Differential brain organization may lead to (possibly qualitative) differences in CS. It is suggested that if such qualitative differences exist, a universal instructional approach applied to all students may not be appropriate. A 31-item list of references, 2 data tables, and 5 figures are included. (TJH)

ED 326 576 TM 015 938

Olsen, Scott A.

Examining the Relationship between the CAAP Critical Thinking Test and the COMP.

PUB DATE- Apr 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Achievement Tests; *Cognitive Tests; College Freshmen; *College Sophomores; Comparative Testing; *Critical Thinking; Higher Education; Outcomes of Education; Scores; Test Results
IDENTIFIERS- American College Testing Program; *College Outcome Measures Project; *Collegiate Assess Acad Prof Crit Think Test; Testing Effects; Test Order

This study examined the relationship between the Collegiate Assessment of Academic Proficiency Critical Thinking test (CAAP-CT) and the College Outcome Measures Program objective test battery (COMP). Focus was on determining: (1) the relationship between the CAAP-CT and the COMP process-oriented subscores and the freshman to sophomore gains in these subscores; and (2) at a composite score level, the relationship of the CAAP-CT score with the COMP total, COMP total gain, entering American College Testing (ACT) Program composite score, and cumulative grade point average. A secondary objective was to determine whether or not a test order effect exists within an approximately 3.5-hour testing session, by comparing those who took the CAAP-CT followed by the COMP with those who took the COMP followed by the CAAP-CT. Data were obtained at Northeast Missouri State University (Kirksville) from students taking their required sophomore examinations during the fall of 1988 and the spring of 1989. The data set analyzed contained valid observations for 568 students. Results indicate that the order in which students took the COMP and CAAP-CT had no significant impact on the score results. There are significant zero-order correlations between COMP process-oriented subscores and CAAP-CT scores. The COMP-based process subscores account for at least 33% of the variance in CT and up to 40% with COMP-based gain scores included. There was insufficient evidence to support the contention that higher gains are associated with higher levels of CT. The ACT maintained a greater relationship to the CAAP-CT than did the COMP, which was administered at the same time and offers more tasks requiring CT skills. Twenty-three data tables are included. (RLC)

ED 326 517 SP 032 753

Pigge, Fred L.; Marso, Ronald N.

The Influence of Personality Type, Locus of Control, and Personal Attributes upon Changes in Anxiety, Attitude, and Confidence of Prospective Teachers during Training.

PUB DATE- Oct 90
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Research Association (12th, Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Anxiety; *Attitude Change; Higher Education; *Individual Development; *Locus of Control; *Personality Traits; Preservice Teacher Education; Self Esteem; Teacher Attitudes; *Teacher Characteristics

In an effort to provide a better understanding of the possible impact of teacher training upon aspiring teachers, this study was designed to ascertain whether prospective teachers' longitudinal changes in attitude, anxiety, and confidence about teaching were related to, or possibly influenced by, their locus-of-control orientation, personality type, gender, teaching field, anticipated grade level of instruction, and the level of their basic academic skills. The subjects were all students who had entered the teacher preparation program at Bowling Green State University (Ohio) in 1985 and completed their student teaching experience by spring 1988 (N=152). It was found that the prospective teachers expressed less anxiety about teaching and more confidence about their decision to teach after their training than they had expressed at the beginning of their training, a finding to be expected from teacher development theory, and that teacher candidates maintained a highly positive attitude about teaching during training. The instruments used for the study were the Attitude toward Teaching as a Career Scale, the Teaching Anxiety Scale, a confidence about teaching scale constructed by the researchers, Rotter's Internal-External Locus of Control, the Myers-Briggs Personal Preference Type Indicator, the Comprehensive Test of Basic Skills, and a demographic data sheet requesting gender, academic major, and anticipated grade level of instruction. (JD)

ED 326 563 TM 015 856

Bellott, Fred K.; Tutor, F. Dexter

A Challenge to the Conventional Wisdom of Herzberg and Maslow Theories.

PUB DATE- Nov 90

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Elementary School Teachers; Elementary Secondary Education; Individual Needs; Job Satisfaction; *Personality Theories; *Secondary School Teachers; *Self Esteem; *Teacher Motivation; Teacher Salaries; Teacher Supply and Demand

IDENTIFIERS- *Herzberg (Frederick); *Maslow (Abraham)

This document assessment of the basic theories of A. Maslow and F. Herzberg and the populations from which their theories were derived. Herzberg used personal interviews to gather data with which to conduct his studies and to test his theories regarding motivation and job satisfaction. Herzberg identified five factors associated with job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. Major sources of dissatisfaction were company policy and administration, supervision, salary, interpersonal relations, and working conditions. Maslow's hierarchy posited seven basic needs common to all persons: physiological, safety, love, esteem, aesthetic, inquiry, and self-actualization. This paper challenges the construct of salary in Herzberg's paradigm and the esteem needs of Maslow's paradigm. Challenges to the specific area of salary in the Herzberg paradigm may begin to explain to administrators why they are losing good teachers to other higher paying, yet less desirable, positions. The challenge to Maslow's theory may cause more administrators to address esteem needs of teachers, both individually and collectively. One figure and four tables are included. (TJH)

ED 326 500 SP 032 727

Didham, Cheryl K.; Roush, Mary Lou

A Team Approach to Preparing Cooperating Teachers.

PUB DATE- Aug 90

NOTE- 15p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Towson, MD, August 5-8, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperating Teachers; Course Descriptions; Elementary Secondary Education; Field Experience Programs; Higher Education; *Improvement Programs; *Inservice Teacher Education; State Standards; *Student Teaching; *Training Methods

IDENTIFIERS- *Ohio State University

To meet Ohio state standards, Ohio State University offers an inservice education course for cooperating teachers. During sessions of the course, students and teachers learn together and practice their communication and conferencing skills. The course includes opportunities for teachers to try reflective teaching exercises. Topics assigned for the course include roles and responsibilities, supervisory styles, discussion on state standards, observation instruments that could be used to gather objective data, and writing mid-term and final evaluations. The teachers are also required to complete a project that would be useful to their school and/or to any field experience student assigned there. Projects range from video tapes to school handbooks. (19 references) (JD)

ED 326 534   SP 032 789

Marso, Ronald N.; Pigge, Fred L.

Relationships between Prospective Teachers' Personality Attributes and Changes in Concerns about Teaching during Training.

PUB DATE- Oct 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Individual Development; *Locus of Control; Longitudinal Studies; Personality Measures; *Personality Traits; *Preservice Teacher Education; Self Esteem; Teacher Attitudes; *Teacher Characteristics

This study identified changes in prospective teachers' (N=153) concerns about teaching as they progressed through teacher training, and investigated the relationship between these changes and the prospective teachers' Myers-Briggs personality preferences, Rotter's locus of control orientation, and selected personal attributes. It was found that levels of self-survival type concerns decreased and that teaching-task type concerns increased during teacher training; numerous relationships were identified between changes in pre- and post-test orientations of the prospective teachers. Each of the four Myers-Briggs dichotomous personality preferences, Rotter's external-internal locus of control classifications, anticipated grade level of instruction, level of basic academic skills, and gender were all found to be related to changes in the prospective teachers' concerns about teaching during teacher training. These findings were tentatively interpreted to support the argument that personal characteristics as well as environmental factors influence the nature of the impact of teacher training upon prospective teachers. Tables displaying the data and findings, and the Myers-Briggs Type Indicator report form are included. (JD)

ED 326 592 UD 027 698

Utah State Board of Education, Salt Lake City.
Utah State Plan for the Education of Homeless Children and Youth. Revised.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; Program Implementation; Social Services; State Federal Aid; *State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987; *Utah

This report outlines actions taken by the Utah State Office of Education to ensure that educational objectives of the Stewart B. McKinney Homeless Assistance Act are accomplished. The report is prefaced by a request for proposals and is comprised of five parts. The first part presents definitions related to Section VII (B) of the McKinney Act. The second part describes the following educational barriers for Utah's homeless students: (1) lack of awareness of the presence of homeless children and youth; (2) lack of coordination; (3) lack of educational programs addressing the needs of homeless children and youth; (4) lack of transportation; (5) residency; and (6) student records. The third part presents the federal mandate, the objectives, and the activities designed to remove each of the barriers described in the second part. The fourth part outlines a schedule for the accomplishment of 13 deliverable goals. The fifth part suggests evaluation criteria pertaining to the elimination of each barrier to homeless education during the first year of plan implementation. The sixth part comprises the following appendixes: (1) a summary of data from the 1987-88 final report; (2) a point-in-time survey of homeless children and youth; and (3) two tables listing data sources and services for at-risk students. (AF)

ED 326 518 SP 032 755

McGuire, Joan Feld; And Others
A Comparison of Illinois Elementary and Secondary Teachers' Perceptions of 1988-89 Induction Year Activities.
PUB DATE- 19 Oct 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (12th, Chicago, IL, October 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Classroom Techniques; Comparative Analysis; *Elementary School Teachers; Elementary Secondary Education; *Program Attitudes; Program Effectiveness; School Community Relationship; *Secondary School Teachers; *Staff Development; *Teacher Attitudes
IDENTIFIERS- *Illinois

This study examined the differences between Illinois beginning elementary and secondary teachers' perceptions of staff development activities and their sources of assistance during the first year. A survey in spring 1989 received responses from 601 elementary and 234 secondary teachers. Beginning elementary teachers rated the importance of staff development activities significantly higher than did secondary teachers in three areas: "students," "community," and "staff." Elementary teachers perceived themselves as significantly more successful than did secondary teachers. It was concluded that, due to the differences between elementary and secondary teachers, a "one-size-fits-all" approach to staff development is not appropriate; rather, the approach needs to be tailored to respond to the expressed needs of first-year teachers. Tables displaying the data are appended. (JD)

ED 326 549 TM 015 805

Educational Testing Service, Princeton, NJ. Policy Information Center.

The Education Reform Decade. Policy Information Report.

PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Change; Educational Improvement; Educational Trends; Elementary Secondary Education; *Equal Education; *Excellence in Education; Graduation Requirements; National Surveys; School Districts; *School Policy; State Programs; *State Standards; Teacher Certification; Testing Programs
IDENTIFIERS- *Progress; *Reform Efforts

An overview of educational reforms during the 1980s (1978-88) and their effects is presented for use by policy makers, practitioners, and interested citizens. The first section of this report, called "The Reforms of the 1980s", is based largely on a 50-state survey and a research report, both commissioned by the Educational Testing Service Policy Information Center. The second and third sections of this report, "Progress toward Excellence" and "Progress toward Equality," draw heavily on statistics and assessments carried out or funded by the National Center of Education Statistics. The "education reform decade" is most identified with state-level reform laws and policy changes that were initiated and carried out by governors and state legislatures. The decade is associated with what came to be called the "excellence movement", a shorthand reference to the reforms called for in the 1983 report of the National Commission on Excellence in Education entitled "A Nation at Risk." Since a great deal of state action was well under way by that time, particularly in testing, the reform decade is dated from 1978 for the purposes of this review. The following reform policy topics are addressed: high school graduation requirements; student testing; accountability; teacher standards; student and school district standards; and policy changes at the school level. Data on educational improvement are reviewed in the areas of reading, mathematics, science, civics, writing, student retention, and student effort. Topics associated with equal education include achievement gaps in reading, mathematics, and science as well as gaps in student retention and gender differences. Thirty-five figures are included. (TJH)

ED 326 564 TM 015 859

Burns, John L.; Christenberry, Nola J.
An Evaluation of Some Self-Concept Scales for Young Children.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Child Development; Comparative Analysis; Elementary Education; *Elementary School Students; Factor Structure; Interpersonal Competence; Kindergarten Children; Psychometrics; *Rating Scales; *Screening Tests; *Self Concept Measures; Self Esteem; *Test Use; Test Validity; *Young Children
IDENTIFIERS- Behavioral Academic Self Esteem Scale; Kindergarten Inven Developing Social Competency; Martinek Zaichkowski Self Concept Scale Children; Piers Harris Childrens Self Concept Scale

Three measures of self-concept or self-esteem and one measure of social competency development, designed for young children, are assessed. The instruments assessed include: (1) the Martinek-Zaichkowski Self-Control Scale for Children (MZSCSC); (2) the Behavioral Academic Self-Esteem Scale (BASE); (3) the Piers-Harris Children's Self-Concept Scale (PHCSC); and (4) the Kindergarten Inventory of Developing Social Competency (KIDSc). Salient aspects of the 25-item MZSCSC, which was normed for children in grades 1 through 8, include adaptability to children without verbal skills, minimal discrimination among children with adequate self-concepts, assessment of effects of teaching styles, and minimal testing of psychometric properties. Salient aspects of the BASE, which was normed for children in kindergarten through grade 8 and for 4-year-old preschoolers, include a strong factor structure, a range of applications, and substantial data on psychometric properties. Salient aspects of the PHCSCS, which is a self-report measure for children and adolescents, include: a strong factor structure; substantial data on psychometric properties; applicability to screening, clinical, and educational purposes for individuals; and program and intervention evaluation. The KIDSc may provide a measure of self-concept accepting assumptions similar to the PHCSCS, but it is limited to events related to kindergarten. The primary value of the KIDSc as an indicator of self-concept would be for a narrow age range and in a narrow focus (academic/school related rather than global). A 36-item list of references and a 15-item bibliography of other self-concept measures are included. (TJH)

ED 326 577 TM 015 942

Van Nelson, C.; Neff, Kathryn J.

Comparing and Contrasting Neural Net Solutions to Classical Statistical Solutions.

PUB DATE- Oct 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; *Artificial Intelligence; Class Rank; College Entrance Examinations; Comparative Analysis; *Equations (Mathematics); Failure; Grade Point Average; Grades (Scholastic); *Graduate Students; Higher Education; *Mathematical Models; Regression (Statistics); Sex Differences; Success; *Undergraduate Students
IDENTIFIERS- *Neural Net Models

Data from two studies in which subjects were classified as successful or unsuccessful were analyzed using neural net technology after being analyzed with a linear regression function. Data were obtained from admission records of 201 students admitted to undergraduate and 285 students admitted to graduate programs. Data included grade point averages, admission test scores, grades, gender, class rank, course instructor, and course grades. The neural net models used were the Adeline model and the Layer Back-propagation model. The neural net model makes no assumptions about the underlying distribution of the observations. In general, a neural network may be defined as a non-programmed information reduction system that develops processing abilities in response to its environment. The function of the neural network is to learn from examples. The study findings indicate that the results obtained using the neural net models are comparable with, but not the same as, those of the classical statistical approach. While the neural net technology is not a replacement for the classical techniques, it may represent a viable alternative when certain assumptions of the statistical model are grossly violated. (TJH)

ED 326 501 SP 032 731

Hjelm, John R.
Gamesmanship: It's No Trivial Pursuit!
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Educational Games; Elementary School Students; Elementary Secondary Education; Group Activities; *Health Education; Nutrition; Safety; Secondary School Students

The incorporation of games in health education classes is recommended. Different uses of games are presented along with criteria for the evaluation of games that are being considered for use in the classroom. Brief descriptions of the needs of elementary, middle, and high school students are followed by examples of appropriate games for each level. (Author/JD)

ED 326 535 SP 032 790

Hynes, John L.; Summers, Pamela F.

The Southeastern Teacher Leadership Center: A Program for the Development of Teacher Leaders.

PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Elementary Secondary Education; Inservice Teacher Education; *Instructional Leadership; *Leadership Training; Program Development; *Program Effectiveness; School Restructuring; *Seminars; *Teacher Centers; *Teacher Role

In the emerging world of restructured schools, site-based management, and shared decision making, the traditional roles of teachers and administrators have become blurred. A central feature of this emerging world has been the development of the lead teacher--a person who continues to teach while at the same time accepting greater responsibility for assisting colleagues and the success of the overall school program. The exact function of teacher leaders is specific to individual districts, but in every case the teacher is required to assume a new relationship both with the school administration and with colleagues. The Southeastern Teacher Leadership Center (STLC) functions to help teachers as they assume their new roles as leaders. The center's philosophy, organizational structure, and program activities are described. The Leadership Seminar, offered at the beginning and end of the summer, with follow-up activities throughout the year, is central to the STLC's activities. This seminar has three main components: assessment, seminar workshops, and follow-up activities. The themes of the 4-day seminar and of the fifth and sixth days of follow-up sessions are outlined. (JD)

ED 326 593 UD 027 763

Friedman, Douglas L.
National Action Council for Minorities in Engineering Inc., Washington, DC.
Minorities in Engineering School: A Data Base for Retention Efforts. NACME Research Letter. Vol. 1, No. 1.
PUB DATE- Apr 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Academic Achievement; American Indians; *Black Students; *College Attendance; College Students; *Educational Environment; *Engineering Education; Higher Education; Hispanic Americans; Intervention; Minority Groups; National Surveys; Program Development; Questionnaires; *School Holding Power
IDENTIFIERS- African Americans; *Hispanic American Students

The National Action Council for Minorities in Engineering (NACME), in cooperation with the Center for the Advancement of Science, Engineering and Technology (CASET), undertook a national survey of underrepresented minority students in engineering to assess their college experiences in relation to academic performance. Professionals at the college level need a sound empirical basis for designing intervention programs aimed at increasing the number of minority students who graduate from engineering programs. The purpose of this study was to provide that data. A 95-item survey instrument was sent to 2,584 African American, Hispanic, and American Indian students enrolled full time in undergraduate engineering programs at 64 colleges and universities. The survey results are based on responses from 1,206 students. Selected questionnaire items reveal important facts and trends about the students, their perceptions of engineering programs, and their college success. Implications for retention and predicting grade point averages are discussed. The report recommends the following actions: (1) increase scholarships and grants for minority engineering students; (2) establish additional minority engineering support programs; (3) expose students to scientists and engineers at an early age; (4) provide faculty with training in cultural differences; and (5) reduce ethnic conflict on campus. The report includes six graphs and one table. (AF)

ED 326 502 SP 032 733

Adams, Ronald D.; Butler, Joan M.

Evaluation of the Discover Drug Education Curriculum for Grades K-4.

PUB DATE- Nov 89

NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum Development; *Drug Abuse; Elementary Education; Grade 1; Grade 2; Grade 3; Grade 4; *Health Education; Instructional Materials; Kindergarten; *Parent Attitudes; *Program Evaluation; *Student Attitudes; *Teacher Attitudes

A major purpose of this study was to establish and test a procedure for evaluating drug education curricula that allows for a more objective view of the effectiveness of drug education materials and the instructional delivery system. A major focus of the study was to determine the extent to which the Discover Curriculum affected student outcomes. Lessons at all grade levels were organized into three chapters with three major strands: self-esteem building and development of coping skills, drug information, and relationship skills and decision making. The total number of students involved in the study was 708. Student tests measured the three strands of the curriculum; survey forms elicited teachers' and parents' responses to the program. In general, teachers rated all three of the strands above average as related to student impact. The curriculum was seen as effective, with the strongest effects for younger students in grades K-2. According to student tests, however, there appeared to be some loss of retention after 4 months, particularly among the younger students. Most parents felt that their involvement in their child's drug prevention program was essential for it to be effective, and most noticed some attitude change regarding drugs and alcohol on the part of their children. Statistical analysis and survey results are given in several tables. (JD)

Piercy, Garth Eugene; Klass, Patricia Harrington

First-Year Teachers.

PUB DATE- 16 Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Discipline; *Helping Relationship; Rural Schools; Secondary Education; *Staff Development; *Student Motivation; Suburban Schools; *Teacher Attitudes
IDENTIFIERS- Illinois

This study sought to determine the perceptions of first-year teachers in Illinois secondary schools with respect to the importance of selected teaching activities. The study further examined the main sources of assistance for beginning teachers in these activities and measured these teachers' self-assessed success. From the target population of 434 first-year teachers, 234 (54 percent) responded to a questionnaire. Responses indicated that most teaching activities were perceived to be important; however, most teachers said that they received no assistance for 70 percent of teaching activities. Perceived importance of community and student activities differed by subject area. Two variables were significantly related to perceived success: rural district and professional consultation. Analysis of the data showed that, controlling for consultation, teachers from rural districts perceived themselves to be significantly less successful; and controlling for location, teachers who had been consulted about staff development perceived themselves to be significantly more successful. Staff development implications and recommendations are discussed. Appendices contain tables displaying data on demographic characteristics of beginning teachers, perceived level of importance of activities, main sources of assistance, analysis of variance, and stepwise multiple regression results. (JD)

ED 326 550 TM 015 809

Allen, David E.
A Simulation Investigation of Principal Component Regression.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Simulation; *Equations (Mathematics); *Factor Analysis; *Least Squares Statistics; *Predictor Variables; *Regression (Statistics)
IDENTIFIERS- Eigenvalues; *Multicollinearity

Regression analysis is one of the more common analytic tools used by researchers. However, multicollinearity between the predictor variables can cause problems in using the results of regression analyses. Problems associated with multicollinearity include entanglement of relative influences of variables due to reduced precision of estimation, inappropriate dropping of variables from analysis, and oversensitivity of estimates of coefficients to particular sets of sample data. Alternative estimators have been developed that, when faced with severe multicollinearity, result in better estimates than do ordinary least squares (OLS) methods. However, little research has been conducted concerning the break-even point between OLS and other alternatives. The simulation presented in this article addresses this problem using regression that involves principal components. Data were generated for each of 72 experimental runs. Results indicate that the following three alternatives, differing on the criterion for selecting which components to use, appear to be reasonable: the Park criterion; the all but one criterion; and selection up to all but one based on correlation with the criterion variable. A 16-item list of references and 4 data tables are included. (TJH)

ED 326 565 TM 015 863

Gee, Jerry Brooksher

Improvement in Instructional Strategies for Teaching Music through Micro-Teaching Using Audio/Visual Equipment in a Demonstration Classroom by Undergraduates Majoring in Elementary Education.

PUB DATE- Nov 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiovisual Aids; Classroom Observation Techniques; Demonstration Programs; *Education Majors; Elementary Education; Higher Education; *Instructional Improvement; Longitudinal Studies; *Microteaching; *Music Education; Music Teachers; Preservice Teacher Education; Student Teacher Attitudes; Teaching Methods; *Undergraduate Students; Videotape Recordings

IDENTIFIERS- Nicholls State University LA

This study assessed perceptions of 564 undergraduate elementary education majors enrolled in a music education course--Music for the Elementary Classroom--at Nicholls State University in Thibodaux (Louisiana) that involved microteaching using audiovisual equipment. The instructor's observations were also assessed in this 7-year study, which was conducted between the 1983 academic spring semester and the 1989 academic fall semester. The purpose of this study was to formulate a learning environment that is more conducive to teaching undergraduate elementary education majors effective strategies for teaching classroom music. Nearly all (96%) of the student subjects were women, and 80% were seniors. The audiovisual experiences were provided via videotapes. Demonstration classes of elementary school students, each taught by two participating student teachers were videotaped by other participating students. Data were gathered from students via formal written essays and formal discussions based on checklists. Results indicate that the program resulted in considerable improvement in the instructional strategies of undergraduates enrolled in the program. Student teacher improvement included improvement in procedures used, confidence and poise gained, communication skills, pace or tempo in delivery, use of verbal and non-verbal cues, and movement about the classroom while teaching. (TJH)

ED 326 578 TM 015 944

Office of Educational Research and Improvement (ED), Washington, DC.
Using National Assessment of Educational Progress Data To Improve Student Achievement and Citizenship: A Discussion Guide for Teachers and Administrators.
PUB DATE- 24 Sep 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Achievement; Administrator Guides; *Administrator Role; *Citizen Participation; Cultural Awareness; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Group Discussion; Guidelines; Minority Groups; National Competency Tests; Second Language Learning; *Teacher Role
IDENTIFIERS- *National Assessment of Educational Progress
National Assessment of Educational Progress (NAEP) data included in America's Challenge: Accelerating Academic Achievement, indicate the scope of the task of reaching the National Goal for Education on Student Achievement and Citizenship. This discussion guide focuses on the five corollary objectives of the National Goal, which are to: (1) increase the academic performance of elementary and secondary school students in every quartile and achieve a distribution of minority students in each level that more closely reflects the student population as a whole; (2) increase the percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively; (3) involve students in activities that promote and demonstrate good citizenship, community service, and personal responsibility; (4) increase the percentage of students who are competent in more than one language; and (5) make students knowledgeable about the diverse cultural heritage of the nation and the world community. Under each objective the guide provides brief comments about the NAEP data in America's Challenge and other research findings, some illustrative graphics, and several discussion questions designed to help teachers and administrators re-examine current practices in their schools in order to find ways to better educate their students. (TJH)

ED 326 536 SP 032 792

Feitler, Fred C.; Argyle, Susan B.

Changing Perceptions of Preservice Teacher Stress: Field Experience Measures.

PUB DATE- Apr 90

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Attitudes; Questionnaires; *Stress Variables; *Student Teacher Attitudes; Symptoms (Individual Disorders)

A growing body of literature and research examines the stress experienced by preservice teachers. This study hypothesized that preservice teachers would generally overrate their preparation, and experience no net change in comfort level over time. A questionnaire was administered to preservice teachers (N=54) prior to their initial 5-week classroom-based teaching experience and again at its conclusion to determine changes in stress levels, as well as perceived sources and symptoms of stress. Additional data were collected to measure personal judgments of adequacy of preparation in 19 basic teaching areas and degrees of comfort with this preparation. Preliminary findings suggested that field experiences alone do not increase stress levels for students. As the semester progressed, work outside the classroom became a greater source of stress. Symptoms of stress included general uneasiness, snappiness to family and friends, and change in eating habits. The findings on perceptions and feelings of comfort indicated that the students did not overrate their readiness for teaching prior to their field experience; they reported, rather, that they were more sure of their preparation and more comfortable with themselves after the 5-week field experience than before it. Four tables displaying the data are included. (JD)

ED 326 594 UD 027 815

Murray, Steve
Northwest Regional Educational Lab., Portland, Oreg.
Commentary on the Gap Reduction Model for Chapter 1 Evaluation.
Draft.
PUB DATE- 6 Jun 88
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Correlation; Educational Assessment; Elementary Secondary Education; Equated Scores; *Evaluation Methods; *Outcomes of Education; *Program Evaluation; School Districts; *Special Programs; State Departments of Education; Validity
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Title I Evaluation and Reporting System

The gap-reduction model has been identified as a potential alternative to or extension of the Title I Evaluation and Reporting System (TIERS). The gap-reduction model has been recommended for the evaluation of bilingual programs, but has only recently been given consideration for evaluating local Chapter 1 programs. This report recommends that projects use local comparison groups and examine multiple outcomes, but voices concern that state educational agencies (SEAs) and local educational agencies (LEAs) will lose sight of the benefits of the gap-reduction model because of significant technical problems with interpreting Relative Growth Indices (RGIs) as an extension of routine Model A analysis. The report discusses the following three issues: (1) the validity of the RGI; (2) conditions for aggregation; and (3) data quality. The following recommendations are presented: (1) do not require aggregating RGIs, but rather encourage piloting the gap-reduction model as a means to augment local evaluations; and (2) encourage LEAs to use annual testing and explicitly allow selection on the pretest at the local level, then leave the gains "uncorrected," acknowledging that they are measures of relative gain, or adjust the results downward to better estimate treatment effects. The report includes one figure and four sample tables. (AF)

ED 326 503 SP 032 735

Richardson, Silvana F.
Health Consultation & Resource Needs of Pre-Schools and Child Day Care Centers.
PUB DATE- 19 Oct 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American School Health Association (Long Beach, CA, October 19, 1990). Funding provided by a Rhode Island College Faculty Research Grant.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care Centers; *Health Education; *Health Needs; Parent School Relationship; *Preschool Education; Program Administration; *Resources

This study describes the state of health education programs and practices in child care centers in Rhode Island. The foci of the study were: (1) planned group health education activities; (2) staff ability to teach health topics; (3) availability of resources regarding health topics; (4) barriers to providing health instruction; (5) parental involvement in health education; (6) perceived need for health education in child care centers; and (7) child health problems encountered in child care centers. The subjects of the study were 224 program directors in 145 day care programs and 79 preschool/nursery school programs. With 51.3 percent of the program directors responding, it was found that many do provide some planned group instruction on health topics for their children. Major barriers to providing health instruction were identified as lack of materials, time, money, and limited staff. No comprehensive health education curriculum for preschool-age children was identified as being implemented by any child care program. Recommendations are made for improvement of the programs. (JD)

ED 326 520 SP 032 757

Boser, Judith A.

The Effect of a Year-Long Internship on First-Year Teaching Performance: Studying the Effectiveness of the Internship.

PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990). For a related document, see SP 032 758.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Extended Teacher Education Programs; Higher Education; *Internship Programs; Principals; *Program Effectiveness; Program Evaluation; *Teacher Interns

This study examined the effectiveness of a fifth-year teacher preparation program that included a year-long internship as preparation for the first full year of full-time teaching. Subjects for the study were nine first-year teachers who had completed the year-long internship as part of their certification program and were subsequently employed as teachers by the school system in which they had served as interns. For comparison purposes, two of three student teachers who completed certification requirements at the same time as the interns, trained at the same university, and were employed in the same schools as the interns were included in the study. The interns will provide insights into the relationship between the internship program and the following year of teaching. Their principals were included in the study to form comparisons between the performance of the interns and that of student teachers whom they had supervised as first-year teachers. Data were collected through interviews and observations. Final analyses that will yield a composite of the study were in the process of being completed. (JD)

ED 326 551 TM 015 811

Hecht, Deborah; Tittle, Carol Kehr
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Mathematics Assessment Questionnaire: A Survey of Thoughts and Feelings for Students in Grades 7-9. Technical Report. Research Edition.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 90
NOTE- 169p.; For the questionnaire user's manual, see ED 324 365.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Data Collection; Grade 7; Grade 8; Grade 9; Junior High Schools; *Junior High School Students; Mathematics Tests; Pilot Projects; Problem Solving; *Questionnaires; *Student Attitudes; *Test Construction; Test Items; *Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Assessment Questionnaire
The Mathematics Assessment Questionnaire was designed to sample thoughts and feelings of students in grades 7 through 9 in relation to solving mathematical word problems. Test development studies began in 1986-87 with a review of research and literature and the writing of sample statements that were evaluated by 16 experienced teachers and educators. In the 1987-88 academic year, a series of small-scale studies addressed issues related to: (1) metacognitive statements; (2) self-regulatory statements; (3) affective belief; (4) motivation; (5) attribution statements; and (6) usefulness to teachers. In a 1988 pilot study, the revised statements were administered in three forms to 1,557 students in grades 7, 8, and 9 in New York City. The item pool was subsequently revised to retain a model of the domain structure that included both settings and psychological constructs. Analyses were conducted on data for 1,368 respondents. The revised questionnaire was administered in the fall of 1988 to 2,658 students in grades 7, 8, and 9 in New York City public schools. Results from 2,451 students were examined through factor and discriminant analyses to provide information about students' item responses and test reliability. Forty tables and two figures provide data from the development studies. A 30-item list of references is included. The 161-item source questionnaire; the responses for the fall 1988 sample; and statement numbers, scale response numbers for indicators, and interpretation of diagnostic indicators for affective belief, motivation, and attribution categories are appended. (SLD)

Bobbitt, Larry; Otto, Mark

Effects of Forecasts on the Revisions of Concurrent Seasonally Adjusted Data Using the X-11 Seasonal Adjustment Procedure.

PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Analysis of Variance; *Census Figures; Equations (Mathematics); Estimation (Mathematics); Goodness of Fit; *Mathematical Models; *National Surveys; *Predictive Measurement; *Regression (Statistics)
IDENTIFIERS- *Autoregressive Integrated Moving Averages; *Census 1990; Default Analysis; Outliers; Time Series Analysis

Three Autoregressive Integrated Moving Averages (ARIMA) forecast procedures for Census Bureau X-11 concurrent seasonal adjustment were empirically tested. Forty time series from three Census Bureau economic divisions (business, construction, and industry) were analyzed. Forecasts were obtained from fitted seasonal ARIMA models augmented with regression terms for outliers, trading day effects, and Easter effects. Revisions between initial and final seasonally adjusted values were computed. Ranked analyses of variance were used on various revision measures to determine the statistical significance of the differences between the extension procedures. The main conclusion was that extending the series with enough forecasts to apply a symmetric filter reduced the revisions more effectively than not extending the series and using asymmetric filters. This result held whether the model was carefully fit by the analyst or was a simple default model. Extension of the series with only 1 year of forecasts was also examined. Two data tables are included. (Author/TJH)

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